

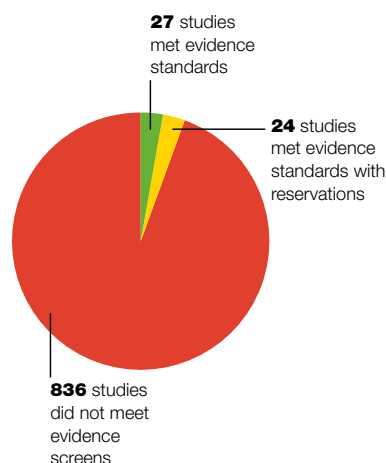
What Works Clearinghouse



Beginning Reading

August 13, 2007

WWC reviewed 887 studies of 153 beginning reading programs



Addressing the needs of beginning readers

This What Works Clearinghouse (WWC) topic review addresses a variety of programs and products developed to address the needs of beginning readers. For the current wave of reports, we focused on replicable programs or products for students in the early elementary settings (that is, grades K–3) including: core reading curricula, programs, or products to be used as supplements to other reading instruction, programs that focus on staff development, and literacy software. The What Works Clearinghouse (WWC) review on beginning reading focuses on reading interventions for students in kindergarten through grade 3 intended to increase skills in alphabets, reading fluency, comprehension, or general reading achievement.

Because there are so many reading interventions and studies in Beginning Reading, the What Works Clearinghouse set priorities for programs to be reviewed first. They included those that, on initial screening, had studies with the strongest (most rigorous) designs and those that, on initial screening, had the most studies.¹

We looked at 887 studies of 153 programs that qualified for our review. Of these, 51 studies of 24 programs met our evidence standards, 27 without reservations and 24 with reservations.² The remaining 129 programs had no studies that met the WWC evidence screens. Of these, 92 programs had one or more studies that were reviewed and did not meet WWC evidence screens. Thirty-seven programs did not have any outcomes studies.

In looking at the four outcome domains for the 24 interventions, 10 interventions had positive effects or potentially positive

effects in all the outcome domains addressed in their studies (see table 1). Eleven interventions had a combination of positive or potentially positive effects in one or two domains while having mixed, negative, or no discernible effects in other domains. Three had only mixed effects or no discernible effects across domains.

Intervention ratings for Beginning Reading

Each beginning reading program reviewed had at least one study meeting WWC standards (with or without reservations) and received a rating of effectiveness in one or more of the four outcome domains (alphabets, fluency, comprehension, and general reading achievement). The rating is designed to characterize the existing evidence, taking into account: quality of the research design, statistical significance of the findings, size of the difference between participants in the intervention and comparison conditions, and consistency in findings across studies.

The research evidence can be rated as positive, potentially positive, mixed, no discernible effects, potentially negative, or negative (see the [WWC Intervention Rating Scheme](#)). Table 1 shows the effectiveness ratings for the 24 beginning reading programs in the four outcome domains (empty cells indicate that no evidence was reported). Table 2 lists the programs for which there were no studies meeting WWC evidence screens. This includes interventions with no studies and interventions with outcomes studies that were reviewed but did not meet WWC evidence screens.

Findings presented in this topic report summarize the first wave of WWC beginning reading intervention reports produced in 2006–07.
www.whatworks.ed.gov

1. Thirty-two additional interventions (involving 36 quasi-experimental design studies) passed the initial screening criteria but were not included in this wave of Beginning Reading reviews. These interventions were those that on initial screening had only one eligible study that met WWC evidence standards with reservations (i.e., had the fewest numbers of studies, which also used less rigorous designs).
2. Seven additional single-case studies have dispositions pending. The WWC is currently developing standards for the review of single-case studies.

Table 1 Effectiveness ratings for 24 beginning reading interventions in four domains

	Alphabetics		Fluency		Comprehension		General reading achievement	
	Rating of effectiveness	Extent of evidence ¹	Rating of effectiveness	Extent of evidence ¹	Rating of effectiveness	Extent of evidence ¹	Rating of effectiveness	Extent of evidence ¹
Accelerated Reader/Reading Renaissance (http://www.renlearn.com/reading.htm)						Small		Small
Auditory Discrimination in Depth/ Lindamood Phonemic Sequencing ^②		Small				Small		
ClassWide Peer Tutoring (http://www.jgcp.ku.edu)								Small
Cooperative Integrated Reading and Composition [®] (CIRC) (http://www.successforall.net/elementary/readingwings.htm)						Medium to large		
Corrective Reading (http://www.sraonline.com)		Small		Small		Small		
Daisy Quest ³		Small						
Early Intervention in Reading [®] (EIR) (http://www.earlyinterventioninreading.com)		Small				Small		
Earobics [®] (http://www.earobics.com)		Small		Small				
Failure-Free Reading (http://www.failurefreeonline.com/index_parents.php)		Small		Small		Small		
Fast ForWord [®] (http://www.scilearn.com)		Small				Small		
Fluency Formula [™] (http://www.scholastic.com/fluencyformula)				Small		Small		
Kaplan SpellRead (http://kaplank12.com)		Small		Small		Small		
Ladders to Literacy (http://www.brookespublishing.com)		Medium to large		Small		Medium to large		
Little Books (http://www.goodyearbooks.com)								Small
Peer-Assisted Learning Strategies (PALS) (http://kc.vanderbilt.edu/pals)		Small		Small		Small		
Read Naturally (http://www.readnaturally.com/)				Small		Small		
Read, Write, Type [™] (http://www.talkingfingers.com)		Small				Small		

(continued)

Table 1 Effectiveness ratings for 24 beginning reading interventions in four domains *(continued)*

	Alphabetics		Fluency		Comprehension		General reading achievement	
	Rating of effectiveness	Extent of evidence ¹	Rating of effectiveness	Extent of evidence ¹	Rating of effectiveness	Extent of evidence ¹	Rating of effectiveness	Extent of evidence ¹
Reading Recovery® (http://www.readingrecovery.org)		Small		Small		Small		Medium to large
Start Making a Reader Today® (http://www.getsmartoregon.org)		Small		Small		Small		
Stepping Stones to Literacy (http://www.sopriswest.com)		Small						
Success for All® (http://www.successforall.net)		Medium to large				Medium to large		Medium to large
Voyager Universal Literacy System® (http://www.voyagerlearning.com)		Medium to large				Small		
Waterford Early Reading Program™ (http://www.pearsondigital.com/waterford)		Small				Small		
Wilson Reading System® (http://www.wilsonlanguage.com)		Small		Small		Small		

Note: The WWC intervention reports describe each program and provide information on the students, the cost, and the scope of use. To view the intervention reports, please click on the program name or go to www.whatworks.ed.gov.

Following each program name is the developer's or distributor's website address. The research evaluated addresses some but not all grade levels targeted by these interventions. Grade levels are related to student age and may affect outcomes. For a comparison of targeted grade levels and grade levels in the studies reviewed by the WWC, see Appendix A2.

1. A rating of "medium to large" requires at least two studies and two schools across studies in one domain and a total sample size across studies of at least 350 students or 14 classrooms. Otherwise, the rating is "small."
2. There is no single website listed as the product is sold by a number of distributors. See intervention report for further details.
3. There is no website listed as the developer distributes the product individually. See intervention report for further details.

Key



Positive effects:
strong evidence of
a positive effect
with no overriding
contrary evidence



Potentially
positive effects:
evidence of a
positive effect
with no overriding
contrary evidence



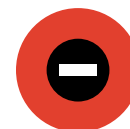
Mixed effects:
evidence of
inconsistent effects



No discernible
effects: no
affirmative evidence
of effects



Potentially
negative effects:
evidence of a
negative effect
with no overriding
contrary evidence



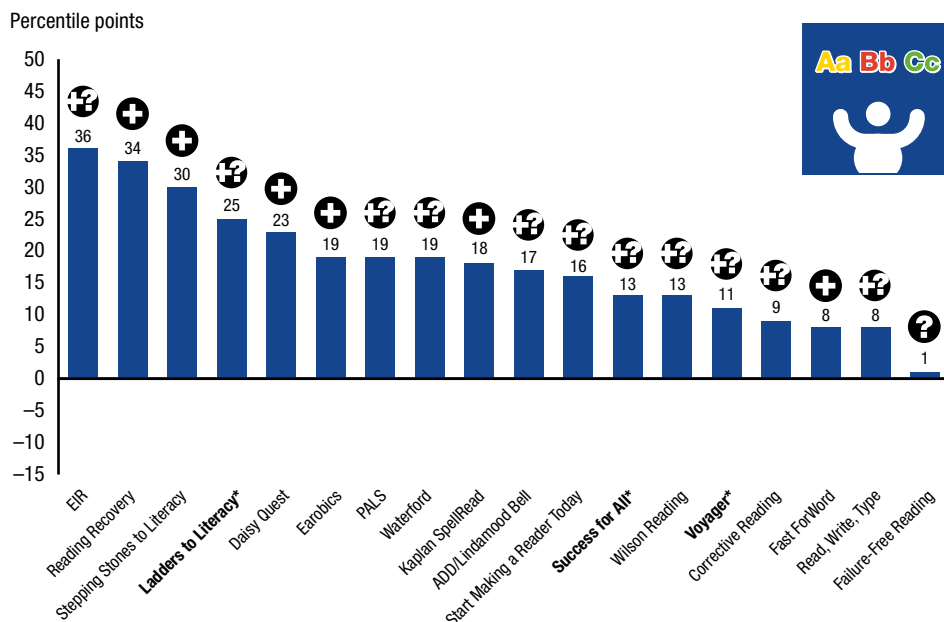
Negative effects:
strong evidence of
a negative effect
with no overriding
contrary evidence

Average improvement indices for each domain

The WWC computes an average improvement index for each domain and each study, as well as a domain average improvement index across studies of the same intervention (see the [Technical Details of WWC-Conducted Computations](#)).

The improvement index represents the difference between the percentile rank of the average student in the intervention condition and the percentile rank of the average student in the comparison condition. It can take on values between -50 and +50, with positive numbers denoting results favorable to the intervention group. Unlike the rating of effectiveness, which is based on four factors, the improvement index is based only on the size of the difference between the intervention and the comparison conditions.³

Figure 1 Alphabetics: average improvement



* Medium to large extent of evidence (see appendix A1).

Alphabetics

The alphabetics domain includes skills tied to word decoding and word recognition. Alphabetics comprises five constructs:

- *Phonemic awareness* (or phoneme awareness) refers to the understanding that the sounds of spoken language—phonemes—work together to make words, and phonemes can be substituted and rearranged to create different words.
- *Phonological awareness* is a more encompassing concept and refers to awareness of larger spoken units such as syllables and rhyming words.
- *Letter Identification* refers to knowledge of the names of the letters of the alphabet and has been shown to be a predictor of reading development.
- *Print awareness* refers to knowledge or concepts about print and awareness of common characteristics of books.
- *Phonics* refers to the ability to associate letters and letter combinations with sound and blending them into syllables and words.

We reviewed alphabetics outcomes for 18 beginning reading programs, and the average improvement index ranged from +1 to +36 percentile points (figure 1).

Fluency

Fluency is the ability to read connected text accurately, automatically, and with expression, while still extracting meaning from it. Many fluency outcomes rely on measuring both speed and accuracy. We reviewed fluency outcomes for 11 beginning reading programs, and the average improvement index ranged from +2 to +46 percentile points (figure 2).

Comprehension

The comprehension domain includes measures in two constructs both oriented toward understanding the meaning of what is read. The first, *vocabulary development*, refers to the development of knowledge about the meanings, uses, and pronunciation of words. Measures of both receptive (listening) and expressive (spoken or written) vocabulary were included. The second construct, *reading comprehension*, refers to the understanding of the meaning of a passage and the context in which the words occur. We reviewed comprehension outcomes for 19 programs, and the average improvement index ranged from -15 to +20 percentile points (figure 3).

3. To enable comparisons across interventions, improvement indices are calculated from student-level findings. In the case of *Ladders to Literacy* in the alphabetics domain, the average improvement index does not represent all the findings reviewed by the WWC, as some of the findings were reported on the classroom or school level, and student-level improvement indices could not be computed. For further details please see [Technical Details of WWC-Conducted Computations](#).

Figure 2 Fluency: average improvement

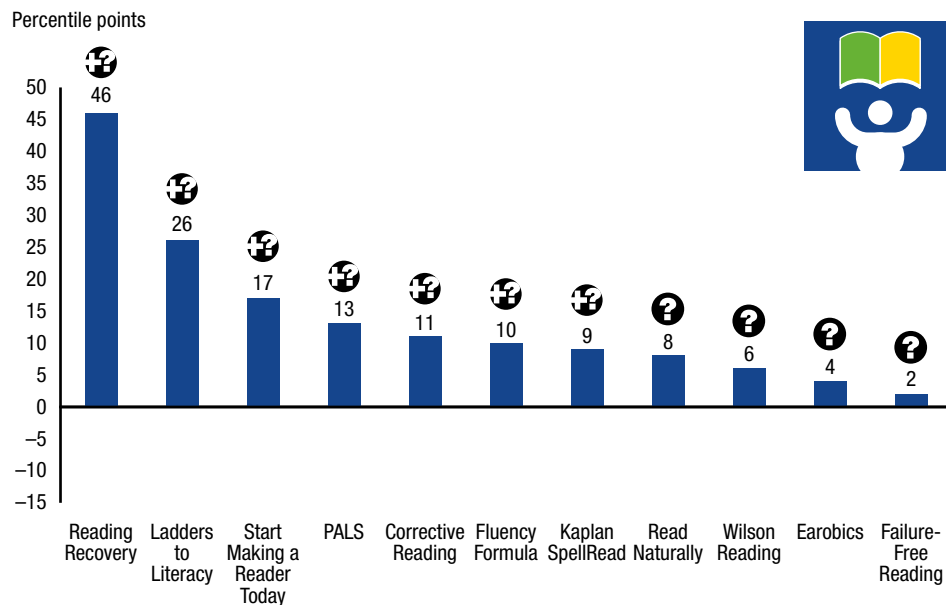


Figure 3 Comprehension: average improvement

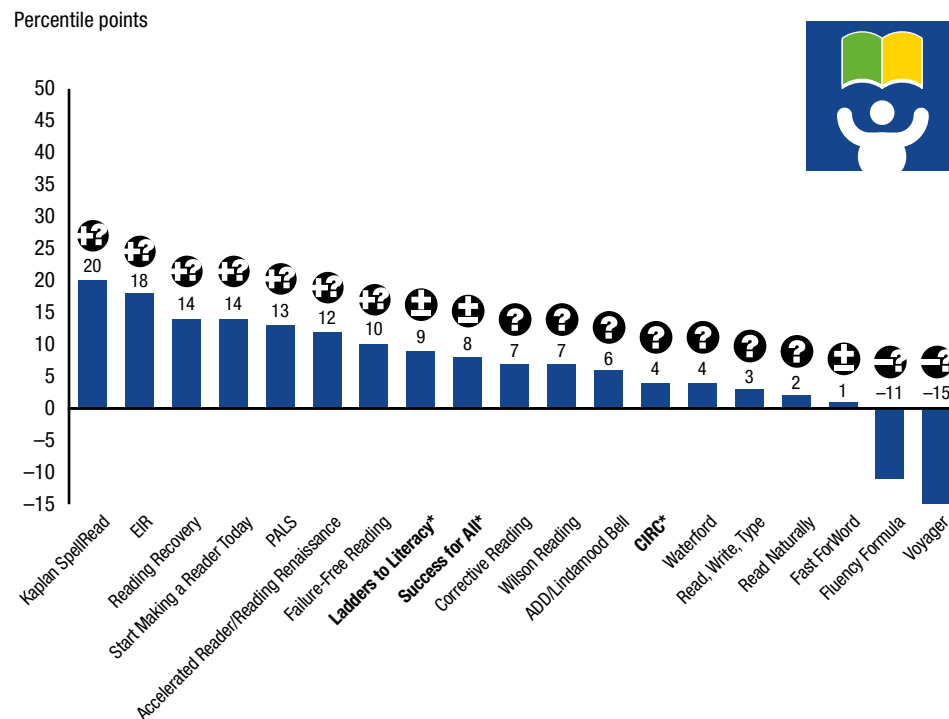
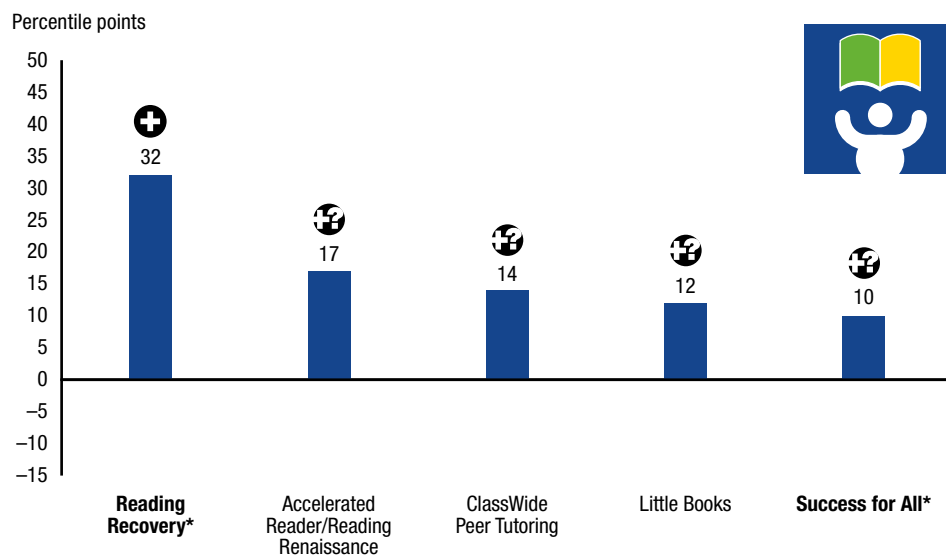


Figure 4 General reading achievement: average improvement



General reading achievement

The general reading achievement domain includes outcomes that either combine two or more of the previous domains (alphabetic, reading fluency, and comprehension) or provide some other type of summary score, such as a “total reading score” on a standardized reading test. We reviewed general reading achievement outcomes for 5 programs, and the average improvement index ranged from +10 to +32 percentile points (figure 4).

* Medium to large extent of evidence (see appendix A1).

Table 2 Programs reviewed with no studies meeting WWC evidence screens⁴

100 Book Challenge (http://www.100bookchallenge.com)	Letter People (http://www.abramsandcompany.com/letterpeople_index.cfm)
Academic Associates Learning Centers® (http://www.academic-associates.com/index.htm)	Letterland (http://www.letterland.com)
Academy of Reading (<i>no website available</i>)	Leap into Phonics (http://www.leapintolearning.com/products.html)
Alpha-Time (<i>no website available</i>)	LeapFrog SchoolHouse (http://www.leapfrogschoolhouse.com)
AlphabiTunes (http://www.alphabitunes.com)	LinguiSystems (http://www.linguisystems.com)
America's Choice (http://www.americaschoice.org)	Literacy Collaborative (http://literacycollaborative.org)
Athen's Tutorial Program (http://www.uga.edu/~atp)	Literacy First (http://www.literacyfirst.com)
Balanced Early Literacy Initiative (<i>no website available</i>)	LocuTour Multimedia Cognitive Rehabilitation (http://www.locutour.com)
Barton Reading & Spelling System (http://www.bartonreading.com)	Merit Reading Software Program (http://www.meritsoftware.com)
Benchmark Word Recognition Program (http://www.benchmarkschool.org)	My Reading Coach™ (http://www.myreadingcoach.com/nrp/fluency.html)
Book Buddies (http://www.readwritethink.org/lessons/lesson_view.asp?id=160)	National Geographic Society and Arizona Geographic Alliance K-8 program (http://alliance.la.asu.edu/geoliteracy/GeoLitNCSS.pdf)
Bookmark (<i>no website available</i>)	New American Schools (<i>no website available</i>)
Bradley Reading and Language Arts (<i>no website available</i>)	New Century Integrated Instructional System (http://www.ncecorp.com)
Breakthrough to Literacy (http://www.breakthroughtoliteracy.com)	New Heights (<i>no website available</i>)
Bridge (http://www.utpress.utoronto.ca/GCentre/0778402762.html)	North Carolina A+ Schools network (http://aplus-schools.uncg.edu)
Bring the Classics to Life (http://www.edconpublishing.com)	Onward to Excellence (http://www.nwrel.org/scpd/ote)
California Early Literacy Learning (CELL) (http://www.cell-exll.com)	Pacemaker (http://www.agsglobe.com/group.asp?nGroupInfoID=a0822451026)
Carbo Reading Styles Program (http://www.nrsi.com)	Pause Prompt & Praise (http://www.peta.edu.au/Teaching_resources/Teaching_Tips/page_1559.aspx)
CIERA School Change Project (http://www.ciera.org)	Peabody Language Development Kits (http://ags.pearsonassessments.com/group.asp?nGroupInfoID=a8550)
C.L.A.P., A sound Approach to Pre-Reading Skills (http://www.soundreading.com/pages/programs.cfm?id=9B2CECC-ABD3-4584-BBD283CA5DA431C3)	Performance Learning Systems (http://www.plsweb.com)
CompassLearning (http://www.compasslearning.com)	Programmed Tutorial Reading (<i>no website available</i>)
Compensatory Language Experiences and Reading Program (CLEAR) (<i>no website available</i>)	Project FAST (Families Are Students and Teachers) (http://www.wcer.wisc.edu/FAST)
Comprehensive Curriculum for Early Student Success (ACCESS) (http://www.sharingsuccess.org/code/eptw/profiles/ndn1.html)	Project LISTEN's Reading Tutor (http://www.cs.cmu.edu/%7Elisten/index.html)
Concept Phonics Fluency Set (http://www.oxtonhouse.com/concept_phonics.html)	

(continued)

Table 2 Programs reviewed with no studies meeting WWC evidence screens⁴ (continued)

Cornerstone Literacy Initiative (http://www.cornerstoneliteracy.org)	Project LISTEN's Writing Tutor (no website available)
Crossties (no website available)	Project PLUS (Partnership Linking University School Personnel) (no website available)
Davis Learning Strategies® Program (http://www.davislearn.com)	Project Read (http://www.projectread.com)
Destination Reading (http://www.riverdeep.net/portal/page?_pageid=336,1&_dad=portal&_schema=PORTAL)	QuickReads (http://quickreads.org)
Different Ways of Knowing (http://www.differentways.org/galef/different_ways.html)	Rainbow Reading Program (http://www.rainbowreading.co.nz)
Direct Instruction/DISTAR (no website available)	Read Well (http://store.cambiumlearning.com)
Direct Instruction/Horizons (http://www.sraonline.com)	Reading Intervention for Early Success (http://www.eduplace.com/intervention/readintervention)
Direct Instruction/RITE (http://www.ritemail.com)	Reading Rods (http://www.etacuisineaire.com/readingrods.readingrods.jsp)
Direct Instruction/Spelling Mastery (http://mcgraw-hill.co.uk/sra/readingmastery.htm)	Reading Speed Drills (http://www.oxtonhouse.com/reading_speed_drills.html)
Direct Instruction/SRA (http://www.sraonline.com)	Reading Success from the Start (no website available)
Direct Instruction/Teacher Your Child to Read in 100 Easy Lessons (no website available)	Reading Theater (http://playbooks.com/index.shtml)
Direct, Intensive, Systematic, Early, and Comprehensive (DISEC) Instruction (no website available)	Reading Together™ (http://learningtogether.com/inschool/readingtogether.html)
Discover Intensive Phonics for Yourself (http://www.readinghorizons.com)	Reading Upgrade (http://www.learningupgrade.com)
Dr. Cupp Readers® & Journal Writers (http://www.cindycupp.com)	Right Start to Reading (no website available)
Edison Schools (http://www.edisonschools.com)	Road to the Code (http://www.brookespublishing.com/store/books/blachman-4382/index.htm)
Emerging Readers Software (http://www.soundreading.com)	SAIL (Second grade Acceleration in Literacy) (no website available)
Essential Skills Software (http://www.essentialskills.net)	Saxon Phonics (http://saxonpublishers.harcourtachieve.com)
Evidence Based Literacy Instruction (http://www.ebli.org)	Schoolwide Early Language and Learning (SWELL) (no website available)
Fast Track Action Reading Program (no website available)	SkillsTutor (http://www.achievementtech.com)
Felipe's Sound Search (no website available)	Soar to Success (http://www.eduplace.com)
First grade Literacy Intervention Program (FLIP) (no website available)	Sondax System (http://www.sondaxsystem.com)
Flippen Reading Connections™ (http://www.flippengroup.com/education/index.html)	Sound Field System (no website available)
Frontline Phonics (http://www.frontlinephonics.com)	Sound Foundations (no website available)
Fundations (http://www.fundations.com)	Sound Partners (http://www.wri-edu.org/partners/sound-partners.htm)
	Sound Reading (http://www.soundreading.com/srs_new/index.cfm)
	Sounds Abound (http://www.linguissystems.com)

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Table 2 Programs reviewed with no studies meeting WWC evidence screens⁴ (continued)

Funnix (http://www.funnix.com)	Sounds and Symbols Early Reading Program (http://ags.pearsonassessments.com)
GOcubulary Program for Elementary Students (http://www.gocubulary.com/gocabel.htm)	S.P.I.R.E. (http://www.epsbooks.com/dynamic/catalog/program.asp?seriesonly=3250M)
Goldman-Lynch Language Simulation Program (<i>no website available</i>)	Starfall (http://www.starfall.com)
Goldman-Lynch Sounds-in-Symbols Development Kit (http://ags.pearsonassessments.com/group.asp?nGroupInfold=highhat)	STEPS (Sequential Teaching of Explicit Phonics and Spelling) (http://www.stepsreadingcenter.com)
Guided Discovery LOGO (<i>no website available</i>)	Stories and More (http://brightbluesoftware.com/stories.htm)
Hooked on Phonics® (http://secure.hop.com/index.cfm)	Story Comprehension to Go (http://www.linguisystems.com)
HOTS (http://www.hots.org)	Strategies that Work (<i>no website available</i>)
Huntington Phonics (<i>no website available</i>)	Student Teams Achievement Divisions (STAD) (http://www.pwcs.edu/curriculum/sol/stad.htm)
IntelliTools Reading (http://www.intellitools.com)	SuccessMaker® Reading (http://www.pearsondigital.com)
Invitations to Literacy (http://www.eduplace.com/rdg/itl)	Sullivan Program (<i>no website available</i>)
Irlen Method (http://irlen.com)	Voices Reading (http://www.zaner-bloser-voices.com/reading)
Jigsaw Classroom (http://www.jigsaw.org)	VoWac (Vowel Oriented Word Attack Course) (http://www.vowac.com/OLD%20PAGES/default.old.htm)
Johnny Can Spell (http://www.nine-enterprises.com/nine/nav00.asp)	Wiggleworks (http://teacher.scholastic.com/products/wiggleworks/index.htm)
Jostens Integrated Language Arts Basic Learning System (<i>no website available</i>)	WORKSHOP WAY—Instant Personality Phonics Activities (http://www.workshopway.org/workshop-way.htm)
Kindergarten Works (<i>no website available</i>)	Wright Group's Intervention Program (http://www.wrightgroup.com)
Kindergarten Intervention Program (KIP) (<i>no website available</i>)	Writing to Read (http://brightbluesoftware.com/wtr.htm)

4. The table includes all eligible programs with no studies and all eligible programs with no studies meeting evidence standards. The list was compiled from interventions that were suggested for WWC review by public submission and interventions that arose in studies found during the WWC literature search. The list is not inclusive of all reading interventions, and some of the interventions may no longer be actively distributed.

For more information about the studies reviewed and the WWC methodology, please see the [WWC Beginning Reading Technical Appendices](#).

Appendix

Appendix A1 Extent of evidence for the alphabetics, fluency, comprehension, and general reading achievement domains

Intervention name	Number of studies	Sample size (schools/students)	Extent of evidence
<i>Alphabetics</i>			
Accelerated Reader/Reading Renaissance	0	0	na
Auditory Discrimination in Depth/Lindamood Phonemic Sequencing®	1	5/146	Small
Cooperative Integrated Reading and Composition®	0	0	na
Corrective Reading	1	8/over 70	Small
ClassWide Peer Tutoring	0	0	na
Daisy Quest	3	nr/187	Small
Early Intervention in Reading®	1	2/56	Small
Earobics®	2	4/104	Small
Failure-Free Reading	1	8/93	Small
Fast ForWord®	3	5/295	Small
Fluency Formula™	0	0	na
Kaplan SpellRead	2	over 9/139	Small
Ladders to Literacy	4	over 14/760	Moderate to large
Little Books	0	0	na
Peer-Assisted Learning Strategies	3	17/295	Small
Read Naturally	0	0	na
Read, Write, Type™	1	5/146	Small
Reading Recovery®	3	over 14/226	Small
Start Making a Reader Today®	1	6/84	Small
Stepping Stones to Literacy	2	17/120	Small
Success for All®	7	67/3,103	Moderate to large
Voyager Universal Literacy System®	3	14/719	Moderate to large
Waterford Early Reading Program™	1	6/76	Small

(continued)

Appendix A1 Extent of evidence for the alphabetics, fluency, comprehension, and general reading achievement domains *(continued)*

Intervention name	Number of studies	Sample size (schools/students)	Extent of evidence
Wilson Reading System®	1	8/71	Small
<i>Fluency</i>			
Accelerated Reader/Reading Renaissance	0	0	na
Auditory Discrimination in Depth/Lindamood Phonemic Sequencing®	0	0	na
Cooperative Integrated Reading and Composition®	0	0	na
Corrective Reading	1	8/over 70	Small
ClassWide Peer Tutoring	0	0	na
Daisy Quest	0	0	na
Early Intervention in Reading®	0	0	na
Earobics®	1	1/74	Small
Failure-Free Reading	1	8/93	Small
Fast ForWord®	0	0	na
Fluency Formula™	1	5/128	Small
Ladders to Literacy	1	over 1/66	Small
Kaplan SpellRead	2	over 9/139	Small
Little Books	0	0	na
Peer-Assisted Learning Strategies	3	5/295	Small
Read Naturally	2	2/106	Small
Read, Write, Type™	0	0	na
Reading Recovery®	1	nr/74	Small
Start Making a Reader Today®	1	6/84	Small
Stepping Stones to Literacy	0	0	na
Success for All®	0	0	na
Voyager Universal Literacy System®	0	0	na
Waterford Early Reading Program™	0	0	na
Wilson Reading System®	1	8/71	Small
<i>Comprehension</i>			
Accelerated Reader/Reading Renaissance	1	nr/178	Small

(continued)

Appendix A1 Extent of evidence for the alphabetics, fluency, comprehension, and general reading achievement domains *(continued)*

Intervention name	Number of studies	Sample size (schools/students)	Extent of evidence
Auditory Discrimination in Depth/Lindamood Phonemic Sequencing®	1	5/146	Small
Cooperative Integrated Reading and Composition®	2	over 8/702	Moderate to large
Corrective Reading	1	8/over 70	Small
ClassWide Peer Tutoring	0	0	na
Daisy Quest	0	0	na
Early Intervention in Reading®	1	2/57	Small
Earobics®	0	0	na
Failure-Free Reading	1	8/93	Small
Fast ForWord®	3	over 11/292	Small
Fluency Formula™	1	5/128	Small
Kaplan SpellRead	2	over 9/139	Small
Ladders to Literacy	3	over 6/489	Moderate to large
Little Books	0	0	na
Peer-Assisted Learning Strategies	2	6/99	Small
Read Naturally	1	1/94	Small
Read, Write, Type™	1	5/146	Small
Reading Recovery®	2	nr/156	Small
Start Making a Reader Today®	1	6/84	Small
Stepping Stones to Literacy	0	0	na
Success for All®	6	65/2,565	Moderate to large
Voyager Universal Literacy System®	2	6/321	Small
Waterford Early Reading Program™	1	6/76	Small
Wilson Reading System®	1	8/71	Small
<i>General reading achievement</i>			
Accelerated Reader/Reading Renaissance	1	nr/394	Small
Auditory Discrimination in Depth/Lindamood Phonemic Sequencing®	0	0	na
Cooperative Integrated Reading and Composition®	0	0	na
Corrective Reading	0	0	na

(continued)

Appendix A1 Extent of evidence for the alphabetics, fluency, comprehension, and general reading achievement domains *(continued)*

Intervention name	Number of studies	Sample size (schools/students)	Extent of evidence
ClassWide Peer Tutoring	1	6/218	Small
Daisy Quest	0	0	na
Early Intervention in Reading®	0	0	na
Earobics®	0	0	na
Failure-Free Reading	0	0	na
Fast ForWord®	0	0	na
Fluency Formula™	0	0	na
Kaplan SpellRead	0	0	na
Ladders to Literacy	0	0	na
Little Books	1	6/314	Small
Peer-Assisted Learning Strategies	0	0	na
Read Naturally	0	0	na
Read, Write, Type™	0	0	na
Reading Recovery®	5	over 14/452	Moderate to large
Start Making a Reader Today®	0	0	na
Stepping Stones to Literacy	0	0	na
Success for All®	6	31/1,767	Moderate to large
Voyager Universal Literacy System®	0	0	na
Waterford Early Reading Program™	0	0	na
Wilson Reading System®	0	0	na

na = not applicable/not studied

nr = not reported

Note: A rating of “moderate to large” requires at least two studies and two schools across studies in one domain and a total sample size across studies of at least 350 students or 14 classrooms. Otherwise, the rating is “small.”

Appendix A2 Targeted populations

Intervention name	Targeted students (grades)	Students in studies reviewed (grades)
Accelerated Reader/Reading Renaissance	All levels	K–3
Auditory Discrimination in Depth/Lindamood Phonemic Sequencing®	K–12	1
Cooperative Integrated Reading and Composition®	2–8	3
Corrective Reading	3–9	3
ClassWide Peer Tutoring	K–6	1
Daisy Quest	PK–2	K–2
Early Intervention in Reading®	K–6	1
Earobics®	PK–3	K–3
Failure-Free Reading	K–12	3
Fast ForWord®	PK–12	K–3
Fluency Formula™	1–6	2
Kaplan SpellRead	K–12	1–3
Ladders to Literacy	K	K
Little Books	K–12	K
Peer-Assisted Learning Strategies	K–12	1–3
Read Naturally	1–8	1–2
Read, Write, Type™	K–3	1
Reading Recovery®	1	1
Start Making a Reader Today®	K–2	1
Stepping Stones to Literacy	PK–K	K
Success for All®	PK–8	K–3
Voyager Universal Literacy System®	K–3	K
Waterford Early Reading Program™	K–2	K
Wilson Reading System®	2–12	3

Note: This table presents a comparison of targeted grade levels and the grade levels in the studies reviewed by the WWC. Grade levels are related to student age and may affect outcomes due to differences in the students' developmental stages as well as differences in school size and organization.

Appendix A3.1 Summary of statistically significant¹ or substantively important² positive findings

Intervention name	Positive findings			
	Alphabetics	Fluency	Comprehension	General reading achievement
Accelerated Reader/Reading Renaissance				
Ross, Nunnery, & Goldfeder, 2004 (randomized controlled trial)	na	na	ns	STAR Early Literacy test
Auditory Discrimination in Depth/Lindamood Phonemic Sequencing®				
Torgesen et al., 2003 [<i>ADD vs. Read, Write, Type intervention</i>] (randomized controlled trial)	ns	na	ns	na
Torgesen et al., 2003 [<i>ADD vs. regular instruction</i>] (randomized controlled trial)	CTOPP: Phoneme Elision Subtest; CTOPP Phoneme Segmenting Subtest; Woodcock Reading Mastery Test: Word Attack Subtest; Woodcock Reading Mastery Test: Word Identification Subtest	na	ns	na
Cooperative Integrated Reading and Composition®				
Bramlett, 1994 (quasi-experimental design)	na	na	ns	na
Skeans, 1991 (quasi-experimental design)	na	na	ns	na
Corrective Reading				
Torgesen et al., 2006 (randomized controlled trial)	WRMT-R: Word Identification Subtest; TOWRE: Sight Word Efficiency Subtest	Oral Reading Fluency	ns	na
ClassWide Peer Tutoring				
Greenwood et al., 1993 (randomized controlled trial)	na	na	na	ns
DaisyQuest				
Baker & Torgensen, 1995 [<i>DaisyQuest vs. Hint and Hunt software</i>] (randomized controlled trial)	Undersea Challenge; Production Test of Segmenting	na	na	na
Baker & Torgensen, 1995 [<i>DaisyQuest vs. math software</i>] (randomized controlled trial)	Undersea Challenge; Production Test of Segmenting	na	na	na
Foster et al., 1994 [<i>Experiment 1: Child-care Facility</i>] (randomized controlled trial)	Phonological Awareness Test (PAT) (b); Screening Test of Phonological Awareness: Experimental Version (STOPA-E)	na	na	na

(continued)

Appendix A3.1 Summary of statistically significant¹ or substantively important² positive findings *(continued)*

Intervention name	Positive findings			
	Alphabetics	Fluency	Comprehension	General reading achievement
Foster et al., 1994 [<i>Experiment 2: Kindergarten Classrooms</i>] (randomized controlled trial)	Undersea Challenge; Production Test of Segmenting; Production Test of Blending	na	na	na
Mitchell & Fox, 2001 [<i>DaisyQuest vs teacher-delivered phonological awareness instruction</i>] (randomized controlled trial)	ns	na	na	na
Mitchell & Fox, 2001 [<i>DaisyQuest vs other software programs group</i>] (randomized controlled trial)	Phonological Awareness Test (PAT) (a): total	na	na	na
Early Intervention in Reading®				
Taylor, Frye, Short, & Shearer, 1991 (randomized controlled trial)	Segmentation and blending; Vowel sounds	na	ns	na
Earobics®				
Cognitive Concepts, 2003 (randomized controlled trial)	ORAL-J: Blending into Words Subtest; ORAL-J: Segmenting into Sounds; ORAL-J: Rhyming Words	ns	na	na
Valliath, 2002 (quasi-experimental design)	CTOPP: Sound Matching	na	na	na
Failure-Free Reading				
Torgesen et al., 2006 (randomized controlled trial)	ns	ns	ns	na
Fast ForWord®				
Borman & Benson, 2006 (randomized controlled trial)	na	na	ns	na
Scientific Learning Corporation, 2005a (randomized controlled trial)	TOPA: Phonological Awareness Subtest; TOPA: Letter Sounds Subtest	na	na	na
Scientific Learning Corporation, 2005b (randomized controlled trial)	ns	na	na	na
Scientific Learning Corporation, 2005c (randomized controlled trial)	na	na	Degrees of Reading Power	na
Scientific Learning Corporation, 2006 (randomized controlled trial)	ns	na	na	na

(continued)

Appendix A3.1 Summary of statistically significant¹ or substantively important² positive findings *(continued)*

Intervention name	Positive findings			
	Alphabetics	Fluency	Comprehension	General reading achievement
Overbay & Baenen, 2003 (quasi-experimental design)	na	na	ns	na
Fluency Formula™				
Sivin-Kachala & Bialo, 2005 (randomized controlled trial)	na	ns	ns	na
Kaplan SpellRead				
Rashotte, MacPhee, & Torgesen, 2001 (randomized controlled trial)	CTOPP: Blending Words Subtest; CTOPP: Segmenting Words Subtest; TOWRE: Phonetic Decoding Efficiency Subtest; WRMT-R: Word Attack Subtest	ns	GORT-3: Comprehension Subtest; WDRB: Comprehension Subtest	na
Torgesen et al., 2006 (randomized controlled trial)	TOWRE: Phonetic Decoding Efficiency Subtest; WRMT-R: Word Attack Subtest	ns	ns	na
Ladders to Literacy				
O'Connor, 1999 (Study A: Intensive Professional Development) (quasi-experimental design)	Short Term Memory; Segmentation; Blending; Woodcock Johnson Tests of Achievement: Letter- Word Identification Subtest	na	ns	na
O'Connor, 1999 (Study B: Traditional Professional Development) (quasi-experimental design)	Segmentation	na	ns	na
O'Connor et al., 1996 (quasi- experimental design)	ns	ns	ns	na
Fuchs et al., 2001 (randomized controlled trial with randomization problems)	ns	na	na	na
Little Books				
Phillips, Norris, Mason, & Kerr, 1990 (randomized controlled trial)	na	na	na	ns
Peer-Assisted Learning Strategies				
Fuchs, Fuchs, Kazdan, & Allen, 1999 (randomized controlled trial with randomization problems)	na	na	Stanford Diagnostic Reading Test III: Reading Comprehension	na

(continued)

Appendix A3.1 Summary of statistically significant¹ or substantively important² positive findings *(continued)*

Intervention name	Positive findings			
	Alphabetics	Fluency	Comprehension	General reading achievement
Mathes & Babyak, 2001 (randomized controlled trial with randomization problems)	ns	ns	na	na
Mathes, Howard, Allen, & Fuchs, 1998 (quasi-experimental design)	ns	ns	na	na
Mathes, Torgesen, Clancy-Minchetti et al., 2003 [<i>Comparison #1: PALS vs. Usual Reading Curriculum Group</i>] (quasi-experimental design)	CTOPP Phonemic Segmentation; WRMT: Word Attack Subtest	ns	ns	na
Mathes, Torgesen, Clancy-Minchetti et al., 2003 [<i>Comparison #2: PALS vs. Teacher-Directed Instruction Group</i>] (quasi-experimental design)	ns	ns	ns	na
Read Naturally				
Hancock, 2002 (randomized controlled trial)	na	ns	ns	na
Mesa, 2004 (quasi-experimental design)	na	ns	na	na
Read, Write & Type!				
Torgesen et al., 2003 [<i>Read, Write & Type! vs. ADD intervention</i>] (randomized controlled trial)	ns	na	ns	na
Torgesen et al., 2003 [<i>Read, Write & Type! vs. Regular instruction</i>] (randomized controlled trial)	CTOPP Phoneme Segmenting Subtest; Woodcock Reading Mastery Test: Word Attack Subtest	na	ns	na
Reading Recovery®				
Baenen et al., 1997 (randomized controlled trial)	na	na	na	ns
Pinnell, DeFord, & Lyons, 1988 (randomized controlled trial)	Observation Survey: Concepts about Print Subtest	na	CTBS: Reading Comprehension Subtest; CTBS: Reading Vocabulary Subtest	Observation Survey: Dictation Subtest; Observation Survey: Writing Vocabulary Subtest
Pinnell et al., 1994 (randomized controlled trial)	na	na	na	Gates-MacGinitie; Observation Survey: Dictation Subtest; Woodcock Reading Mastery Test-Revised

(continued)

Appendix A3.1 Summary of statistically significant¹ or substantively important² positive findings *(continued)*

Intervention name	Positive findings			
	Alphabetics	Fluency	Comprehension	General reading achievement
Schwartz, 2005 (randomized controlled trial)	Observation Survey: Concepts about Print Subtest; Observation Survey: Word Recognition Subtest	SORT-R3; Observation Survey: Text Reading Level Subtest	ns	Observation Survey: Dictation Subtest; Observation Survey: Writing Vocabulary Subtest
Iverson & Tunmer, 1993 (quasi-experimental design)	Phoneme Deletion Task; Yopp-Singer Phoneme Segmentation Test; Observation Survey: Concepts about Print Subtest; Observation Survey: Letter Identification Subtest; Dolch Word Recognition Test; Observation Survey: Word Recognition Subtest; Pseudoword Decoding Task	na	na	Observation Survey: Dictation Subtest; Observation Survey: Writing Vocabulary Subtest
<i>Start Making a Reader Today®</i>				
Baker, Gersten, & Keating, 2000 (randomized controlled trial)	Woodcock Reading Mastery Test-Revised: Word Identification Subtest	Oral Reading Fluency First-Grade Passage; Oral Reading Fluency Second-Grade Passage	ns	na
<i>Stepping Stones to Literacy</i>				
Nelson, Benner, & Gonzalez, 2005 (randomized controlled trial)	CTOPP: Phonological Awareness; DIBELS: Phoneme Segmentation Fluency; DIBELS: Initial Sound Fluency; DIBELS: Letter Naming Fluency; DIBELS: Nonsense Words Fluency	na	na	na
Nelson, Stage, Epstein, & Pierce, 2005 (randomized controlled trial)	CTOPP: Phonological Awareness; DIBELS: Letter Naming Fluency; WRMT-R: Word Identification Subtest; WRMT-R: Word Attack Subtest	na	na	na
<i>Success for All®</i>				
Borman et al., 2006 (randomized controlled trial)	WRMT: Word Identification Subtest; WRMT: Word Attack Subtest	na	WRMT: Passage Comprehension Subtest	na
Dianda & Flaherty, 1995 (quasi-experimental design)	ns	na	ns	ns
Madden et al., 1993 (quasi-experimental design)	ns	na	ns	ns

(continued)

Appendix A3.1 Summary of statistically significant¹ or substantively important² positive findings *(continued)*

Intervention name	Positive findings			
	Alphabetics	Fluency	Comprehension	General reading achievement
Ross, Alberg, & McNelis, 1997 (quasi-experimental design)	ns	na	ns	ns
Ross & Casey, 1998 (quasi-experimental design)	ns	na	ns	ns
Ross et al., 1998 (quasi-experimental design)	ns	na	ns	ns
Smith et al., 1993 (quasi-experimental design)	ns	na	ns	ns
<i>Voyager Universal Literacy System®</i>				
Frechtling, Zhang, and Silverstein, 2006 (quasi-experimental design)	ns	na	na	na
Hecht, 2003 (quasi-experimental design)	ns	na	ns	na
Hecht & Torgesen, 2002 (quasi-experimental design)	ns	na	ns	na
<i>Waterford Early Reading Program™</i>				
Hecht & Close, 2002 (quasi-experimental design)	ns	na	ns	na
<i>Wilson Reading®</i>				
Torgesen et al., 2006 (randomized controlled trial)	TOWRE: Phonetic Decoding Efficiency Subtest; WRMT-R: Word Attack Subtest	ns ³	ns ³	na

na = not studied

ns = not statistically significant

nsi = not substantively important

1. According to WWC criteria, if a program finds a statistically significant effect, there is less than a 5% chance that this difference is due to chance. The level of statistical significance was calculated by the WWC and, where necessary, corrects for clustering within classrooms or schools and for multiple comparisons. For an explanation about the clustering correction, see the [WWC Tutorial on Mismatch](#). For the formulas the WWC used to calculate the statistical significance, see the [Technical Details of WWC-Conducted Computations](#).
2. For rating purposes, the WWC considered the statistical significance of the findings and the magnitude of the effect, also called the effect size. An average effect size is the sum of all the effect sizes of the student outcomes in a study in a single domain divided by the number of those outcomes. The WWC considers an average effect size across all student outcomes in one study in a given domain to be substantively important if it is equal to or greater than 0.25.
3. The fluency, comprehension, and vocabulary components of *Wilson Reading System®* were eliminated from instruction at the request of Torgeson et al. for the purposes of the study. For further information about the program implemented, please see the research and findings sections of the [Wilson Reading System® report](#).

Appendix A3.2 Summary of statistically significant¹ or substantively important² average effect across outcomes by domain

Intervention name	Average effect across outcomes			
	Alphabetics	Fluency	Comprehension ³	General reading achievement
Accelerated Reader/Reading Renaissance				
Ross, Nunnery, & Goldfeder, 2004 (randomized controlled trial)	na	na	ns, Substantively important	Statistically significant, Substantively important
Auditory Discrimination in Depth/Lindamood Phonemic Sequencing®				
Torgesen et al., 2003 [<i>ADD vs. Read, Write, Type intervention</i>] (randomized controlled trial)	Statistically significant, Substantively important	na	ns, nsi	na
Torgesen et al., 2003 [<i>ADD vs. Regular instruction</i>] (randomized controlled trial)	Statistically significant, Substantively important	na	ns, nsi	na
Cooperative Integrated Reading and Composition®				
Bramlett, 1994 (quasi-experimental design)	na	na	ns, nsi	na
Skeans, 1991 (quasi-experimental design)	na	na	ns, nsi	na
Corrective Reading				
Torgesen et al., 2006 (randomized controlled trial)	ns, nsi	Statistically significant, Substantively important	ns, nsi	na
ClassWide Peer Tutoring				
Greenwood et al., 1993 (randomized controlled trial)	na	na	na	ns, Substantively important
DaisyQuest				
Baker & Torgensen, 1995 [<i>DaisyQuest vs. Hint and Hunt software</i>] (randomized controlled trial)	Statistically significant, Substantively important	na	ns, nsi	na
Baker & Torgensen, 1995 [<i>DaisyQuest vs. math software</i>] (randomized controlled trial)	Statistically significant, Substantively important	na	ns, nsi	na
Foster et al., 1994 [<i>Experiment 1: Child-care Facility</i>] (randomized controlled trial)	Statistically significant, Substantively important	na	na	na
Foster et al., 1994 [<i>Experiment 2: Kindergarten Classrooms</i>] (randomized controlled trial)	Statistically significant, Substantively important	na	na	na
Mitchell & Fox, 2001 [<i>DaisyQuest vs. teacher-delivered phonological awareness instruction</i>] (randomized controlled trial)	ns, nsi	na	na	na
Mitchell & Fox, 2001 [<i>DaisyQuest vs other software programs group</i>] (randomized controlled trial)	ns, nsi	na	na	na

(continued)

Appendix A3.2 Summary of statistically significant¹ or substantively important² average effect across outcomes by domain *(continued)*

Intervention name	Average effect across outcomes			
	Alphabetics	Fluency	Comprehension ³	General reading achievement
Early Intervention in Reading®				
Taylor, Frye, Short, & Shearer, 1991 (randomized controlled trial)	Statistically significant, Substantively important	na	ns, Substantively important	na
Earobics®				
Cognitive Concepts, 2003 (randomized controlled trial)	ns, Substantively important	ns, nsi	na	na
Valliath, 2002 (quasi-experimental design)	ns, Substantively important	na	na	na
Failure-Free Reading				
Torgesen et al., 2006 (randomized controlled trial)	ns, nsi	ns, nsi	ns, Substantively important	na
Fast ForWord®				
Borman & Benson, 2006 (randomized controlled trial)	na	na	ns, nsi	na
Scientific Learning Corporation, 2005a (randomized controlled trial)	Statistically significant, nsi	na	na	na
Scientific Learning Corporation, 2005b (randomized controlled trial)	Statistically significant, Substantively important	na	na	na
Scientific Learning Corporation, 2005c (randomized controlled trial)	na	na	Statistically significant, Substantively important	na
Scientific Learning Corporation, 2006 (randomized controlled trial)	ns, nsi	na	na	na
Overbay & Baenen, 2003 (quasi-experimental design)	na	na	ns	na
Fluency Formula™				
Sivin-Kachala & Bialo, 2005 (randomized controlled trial)	na	ns, Substantively important	ns, Substantively important negative effect	na
Kaplan SpellRead				
Rashotte, MacPhee, & Torgesen, 2001 (randomized controlled trial)	ns, Substantively important	ns, nsi	ns, nsi	na
Torgesen et al., 2006 (randomized controlled trial)	Statistically significant, Substantively important	ns, Substantively important	Statistically significant, Substantively important	na
Ladders to Literacy				
O'Connor, 1999 (Study A: Intensive Professional Development) (quasi-experimental design)	Statistically significant, Substantively important	na	ns, Substantively important	na

(continued)

Appendix A3.2 Summary of statistically significant¹ or substantively important² average effect across outcomes by domain *(continued)*

Intervention name	Average effect across outcomes			
	Alphabetics	Fluency	Comprehension ³	General reading achievement
O'Connor, 1999 (Study B: Traditional Professional Development) (quasi-experimental design)	Statistically significant, Substantively important	na	ns, nsi	na
O'Connor et al., 1996 (quasi-experimental design)	ns, Substantively important	ns, Substantively important	ns, nsi	na
Fuchs et al., 2001	ns, na ⁴	na	na	na
Little Books				
Phillips, Norris, Mason, & Kerr, 1990 (randomized controlled trial)	na	na	na	ns, Substantively important
Peer-Assisted Learning Strategies				
Fuchs, Fuchs, Kazdan, & Allen, 1999 (randomized controlled trial with randomization problems)	na	na	Statistically significant, Substantively important	na
Mathes & Babyak, 2001 (randomized controlled trial with randomization problems)	Statistically significant, Substantively important	ns, Substantively important	na	na
Mathes, Howard, Allen, & Fuchs, 1998 (quasi-experimental design)	Statistically significant, Substantively important	ns, Substantively important	na	na
Mathes, Torgesen, Clancy-Minchetti et al., 2003 [<i>Comparison #1: PALS vs. Usual Reading Curriculum Group</i>] (quasi-experimental design)	ns, Substantively important	ns, nsi	ns, nsi	na
Mathes, Torgesen, Clancy-Minchetti et al., 2003 [<i>Comparison #2: PALS vs. Teacher-Directed Instruction Group</i>] (quasi-experimental design)	ns, Substantively important	ns, nsi	ns, nsi	na
Read Naturally				
Hancock, 2002 (randomized controlled trial)	na	ns, nsi	ns, nsi	na
Mesa, 2004 (quasi-experimental design)	na	ns, nsi	na	na
Read, Write & Type!				
Torgesen et al., 2003 [<i>Read, Write & Type! vs. ADD intervention</i>] (randomized controlled trial)	ns, nsi	na	ns, nsi	na
Torgesen et al., 2003 [<i>Read, Write & Type! vs. Regular instruction</i>] (randomized controlled trial)	ns, nsi	na	ns, nsi	na

(continued)

Appendix A3.2 Summary of statistically significant¹ or substantively important² average effect across outcomes by domain *(continued)*

Intervention name	Average effect across outcomes			
	Alphabetic	Fluency	Comprehension ³	General reading achievement
Reading Recovery®				
Baenen et al., 1997 (randomized controlled trial)	na	na	na	ns, nsi
Pinnell, DeFord, & Lyons, 1988 (randomized controlled trial)	ns, Substantively important	na	Statistically significant, Substantively important	Statistically significant, Substantively important
Pinnell et al., 1994 (randomized controlled trial)	na	na	na	Statistically significant, Substantively important
Schwartz, 2005 (randomized controlled trial)	Statistically significant, Substantively important	Statistically significant, Substantively important	ns, nsi	Statistically significant, Substantively important
Iverson & Tunmer, 1993 (quasi-experimental design)	Statistically significant, Substantively important	na	na	Statistically significant, Substantively important
Start Making a Reader Today®				
Baker, Gersten, & Keating, 2000 (randomized controlled trial)	Statistically significant, Substantively important	Statistically significant, Substantively important	ns, Substantively important	na
Stepping Stones to Literacy				
Nelson, Benner, & Gonzalez, 2005 (randomized controlled trial)	Statistically significant, Substantively important	na	na	na
Nelson, Stage, Epstein, & Pierce, 2005 (randomized controlled trial)	Statistically significant, Substantively important	na	na	na
Success for All®				
Borman et al., 2006 (randomized controlled trial)	Statistically significant, Substantively important	na	Statistically significant, nsi	na
Dianda & Flaherty, 1995 (quasi-experimental design)	ns, Substantively important	na	ns, Substantively important	ns, Substantively important
Madden et al., 1993 (quasi-experimental design)	ns, Substantively important	na	na	ns, Substantively important
Ross, Alberg, & McNelis, 1997 (quasi-experimental design)	ns, nsi	na	ns, nsi	ns, nsi
Ross & Casey, 1998 (quasi-experimental design)	ns, nsi	na	ns, nsi	ns, nsi
Ross et al., 1998 (quasi-experimental design)	ns, Substantively important	na	ns, nsi	ns, nsi
Smith et al., 1993 (quasi-experimental design)	ns, Substantively important	na	ns, nsi	ns, Substantively important
Voyager Universal Literacy System®				
Frechtling, Zhang, and Silverstein, 2006 (quasi-experimental design)	ns, Substantively important	na	na	na

(continued)

Appendix A3.2 Summary of statistically significant¹ or substantively important² average effect across outcomes by domain *(continued)*

Intervention name	Average effect across outcomes			
	Alphabetics	Fluency	Comprehension ³	General reading achievement
Hecht, 2003 (quasi-experimental design)	ns, nsi	na	ns, Substantively important negative effect	na
Hecht & Torgesen, 2002 (quasi-experimental design)	ns, Substantively important	na	ns, nsi	na
Waterford Early Reading Program™				
Hecht & Close, 2002 (quasi-experimental design)	ns, Substantively important	na	ns, nsi	na
Wilson Reading®				
Torgesen et al., 2006 (randomized controlled trial)	ns, Substantively important	ns, nsi ⁵	ns, nsi ⁵	na

na = not studied

ns = not statistically significant

nsi = not substantively important

1. According to WWC criteria, if a program finds a statistically significant effect, then there is less than a 5% chance that this difference is due to chance. The level of statistical significance was calculated by the WWC and, where necessary, corrects for clustering within classrooms or schools, and for multiple comparisons. For an explanation about the clustering correction, see the [WWC Tutorial on Mismatch](#). For the formulas the WWC used to calculate the statistical significance, see the [Technical Details of WWC-Conducted Computations](#).
2. For rating purposes, the WWC considered the statistical significance of the findings and the magnitude of the effect, also called the effect size. An average effect size is the sum of all the effect sizes of the student outcomes in a study in a single domain divided by the number of those outcomes. The WWC considers an average effect size across all student outcomes in one study in a given domain to be substantively important if it is equal to or greater than 0.25.
3. Two interventions each had a study that showed a substantively important negative effect in the comprehension domain (see *Fluency Formula* and *Voyager*).
4. This study reported findings at the cluster level and student-level effect size could not be calculated.
5. The fluency, comprehension, and vocabulary components of the *Wilson Reading System®* were eliminated from instruction at the request of Torgesen et al. for the purposes of the study. For further information about the program implemented, please see the research and findings sections of the [Wilson Reading System® report](#).

Appendix A4 Methodology

Eight hundred eighty-seven studies provided data on 153 programs and were classified according to the strength of their design. To be fully reviewed, a study had to be a randomized controlled trial or quasi-experimental design.¹

Eligibility for review

Quasi-experiments eligible for review include those equating through matching or statistical adjustment; regression discontinuity, and single case designs are also included. No studies based on the regression discontinuity designs were identified for the beginning reading review; several single case designs were identified. The WWC is currently developing evidence standards for regression discontinuity designs and single-case designs.

The review considered the properties of measurement instruments, the percentage of students, classrooms, or schools in the study sample that were not included in the reported results, and any sample characteristics or events that might serve as alternative explanations for the observed effect. For details please see the [WWC Evidence Standards](#).

The research evidence for programs that have at least one study meeting WWC evidence standards with or without reservations is summarized in individual intervention reports posted on the WWC website. See <http://www.whatworks.ed.gov>. So far, 51 studies of 24 beginning reading programs have met evidence standards with or without reservations. The lack of evidence for the remaining programs does not mean that those programs are ineffective. Some programs have not yet been studied using a study design that permits the WWC to draw any conclusions about their effectiveness. For some studies, not enough data were reported (such as descriptive statistics of the findings) to enable us to confirm statistical findings.

Rating of effectiveness

Among the prioritized interventions, each beginning reading program that had at least one study meeting WWC standards with or without reservations received a rating of effectiveness for beginning reading achievement. The rating of effectiveness aims to characterize the existing evidence base in a given domain. The intervention effects based on the research evidence can be rated as having positive, potentially positive, mixed, no discernible, potentially negative, or negative effects.

The rating of effectiveness takes into account four factors: the quality of the research design; the statistical significance of the findings; the size of the difference between participants in the intervention and comparison conditions; and the consistency in findings across the studies (see the [WWC Intervention Rating Scheme](#)).

The level of statistical significance was reported by the study authors or, where necessary, calculated by the WWC to correct for clustering within classrooms or schools and for multiple comparisons. Because of these corrections, the level of statistical significance as calculated by the WWC may differ from the one originally reported by the study authors. For an explanation, see the [WWC Tutorial on Mismatch](#). For the formulas that we used to calculate statistical significance, see [Technical Details of WWC-Conducted Computations](#). If the average effect size across all outcome measures in one study in a single domain is at least 0.25, it is considered substantively important, contributing toward the rating of effectiveness. See the technical appendices of the beginning reading intervention reports for further details.

Extent of evidence

The WWC categorizes the extent of evidence in each domain as small or moderate to large (see the [What Works Clearinghouse Extent of Evidence Categorization Scheme](#)). The extent of evidence takes into account the number of studies and the

1. Thirty-two interventions (involving 36 quasi-experimental design studies) passed the initial screening criteria but were not included in this wave of Beginning Reading reviews. These interventions were those that on initial screening had only one eligible study that met WWC evidence standards with reservations (i.e., had the fewest numbers of studies, which also used less rigorous designs). Seven additional single-case studies have dispositions pending. The WWC is currently developing standards for the review of single case studies.

Appendix A4
Methodology
(continued)

total sample size across the studies that met WWC evidence standards with or without reservations.²

Improvement Index

The WWC computes an improvement index for each individual finding. In addition, within each outcome domain, the WWC computes an average improvement index for each domain and each study as well as a domain average improvement index across studies of the same intervention (see the [Technical](#)

[Details of WWC-Conducted Computations](#)). The improvement index represents the difference between the percentile rank of the average student in the intervention condition and the percentile rank of the average student in the comparison condition. The improvement index can take on values between –50 and +50, with positive numbers denoting results favorable to the intervention group. Unlike the rating of effectiveness, the improvement index is based only on the size of the difference between the intervention and the comparison conditions.

2. The Extent of Evidence Categorization was developed to tell readers how much evidence was used to determine the intervention rating, focusing on the number and size of studies. Additional factors associated with a related concept, external validity—such as the students’ demographics and the types of settings in which studies took place—are not taken into account in the categorization.

Appendix A5 References

Studies that met WWC standards

Accelerated Reader/Reading Renaissance

Ross, S. M., Nunnery, J., & Goldfeder, E. (2004). *A randomized experiment on the effects of Accelerated Reader/Reading Renaissance in an urban school district: Preliminary evaluation report*. Memphis, TN: The University of Memphis, Center for Research in Educational Policy.

Additional source:

Nunnery J., Ross, S., & McDonald A. (2006). A randomized experimental evaluation of the impact of *Accelerated Reader/Reading Renaissance* implementation on reading achievement in grades 3 to 6. *Journal of Education for Students Placed at Risk*, 11(1), 1–18.

Auditory Discrimination in Depth (ADD)[®]/Lindamood Phonemic Sequencing (LiPS)[®]

Torgesen, J., Wagner, R., Rashotte, C., & Herron, J. (2003). *Summary of outcomes from first grade study with Read, Write and Type and Auditory Discrimination in Depth Instruction and software with at-risk children* (FCRR Tech. Rep. No. 2). Retrieved from Florida Center for Reading Research Web site: <http://www.fcrr.org/TechnicalReports/RWTfullrept.pdf>

ClassWide Peer Tutoring (CWPT)

Greenwood, C. R., Terry, B., Utley, C. A., Montagna, D., & Walker, D. (1993). Achievement placement and services: Middle school benefits of ClassWide Peer Tutoring used at the elementary school. *School Psychology Review*, 22(3), 497–516.

Additional sources:

Greenwood, C. R. (1991). Longitudinal Analysis of Time, Engagement and Achievement in At-Risk versus Non-Risk Students. *Exceptional Children*, 57(6), 521–535.
Greenwood, C. R., Delquadri, J., & Hall, R. V. (1989). Longitudinal effects of classwide peer tutoring. *Journal of Educational Psychology*, 81, 371–383.

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Alpha-Time

Froniabarger, E. W. (1983). A comparison of the Crossties, Alpha-Time, Sullivan, and Bookmark reading readiness programs in kindergarten. *Dissertation Abstracts International*, 44(08), 2349A. (UMI No. 8325590) Does not use a strong causal design: there is only one intervention and one comparison unit, so the analysis cannot separate the effects of the intervention from other factors.

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intervention was combined with other interventions, making it difficult to attribute study outcomes to ADD/LiPS.

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The sample is not appropriate to this review: the parameters for this WWC review specify that students should be in grades K–3 during the time of the intervention; this study does not focus on the targeted grades.

Wise, B. W., Ring, J., & Olson, R. K. (2000). Individual differences in gains from computer-assisted remedial reading. *Journal of Experimental Child Psychology*, 77(3), 197–235. Does not use a strong causal design: this study, which uses a quasi-experimental design, has a confounding factor. The ADD/LiPS intervention is combined with other interventions, making it difficult to attribute study outcomes to ADD/LiPS.

Balanced Early Literacy Initiative

Sterbinsky, A., Ross, S. M., & Redfield, D. (2002). *The effects of implementing comprehensive school reform models in 12 elementary schools: Year 3 study results*. Charleston, SC: Appalachia Educational Laboratory. The sample is not appropriate to this review: the parameters for this WWC review specified that students should be in grades K–3; this study does not disaggregate students in the eligible range from those outside the range.

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Barton Reading & Spelling System

Research evidence of the effectiveness of the Barton Reading & Spelling system. (n. d.). Retrieved from Barton Reading Web site: <http://www.bartonreading.com/pdf/Barton%20Research.pdf> Does not use a strong causal design: this study does not use a comparison group.

Benchmark Word Recognition Program

Roberts, E. (1996). The relationship between reading by analogy and independent word recognition. *Dissertation Abstracts International*, 57(11), 4689A. (UMI No. 9713226) Does not use a strong causal design: this study is a quasi-experimental design but does not use achievement pretests to establish that the comparison group is equivalent to the intervention group at baseline.

Book Buddies

Invernizzi, M., Rosemary, C., Juel, C., & Richards, H. C. (1997). At-risk readers and community volunteers: A 3-year perspective. *Scientific Studies of Reading*, 1(3), 277–300. Does not use a causal design: this study does not use a comparison group.

Bookmark

Froniabarger, E. W. (1983). A comparison of the Crossties, Alpha-Time, Sullivan, and Bookmark reading readiness programs in kindergarten. *Dissertation Abstracts International*, 44(08), 2349A. (UMI No. 8325590) Does not use a strong causal design: there is only one intervention and one comparison unit, so the analysis cannot separate the effects of the intervention from other factors.

Bradley Reading and Language Arts

Tupper, A. T. (2000). A comparison of two systematic decoding programs for developing reading skills in beginning readers. *Dissertation Abstracts International*, 61(11), 4326A. (UMI No. 9995925) Does not use a strong causal design: there is only

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one intervention and one comparison unit, so the analysis could not separate the effects of the intervention from other factors.

Breakthrough to Literacy

Bompadre, C. E. (2002). The effectiveness of systematic reading programs on the achievement of students in grades K–2. *Dissertation Abstracts International*, 63(03), 890A. (UMI No. 3045848) Does not use a strong causal design: this study is a quasi-experimental design but does not establish that the comparison group was comparable to the treatment group prior to the start of the intervention.

Breakthrough to Literacy. (2002). The new three Rs: Research, reading and results. Retrieved from http://www.breakthrough-toliteracy.com/pdf/3Rs_2.pdf Does not use a strong causal design: this study does not use a comparison group.

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Breakthrough to Literacy. (2003). *Submission to the What Works Clearinghouse, topic 1: Interventions for students with beginning reading difficulties*. (Available from Breakthrough to Literacy, 2662 Crosspark Road, Coralville, IA 52241) **(Bowling Green City Schools 1999–2000)** The sample is not appropriate to this review: the parameters for this WWC review specify that students should be in grades K–3 during the time of the intervention; this study does not focus on the targeted grades.

Breakthrough to Literacy. (2003). *Submission to the What Works Clearinghouse, topic 1: Interventions for students with beginning reading difficulties*. Retrieved from http://www.breakthroughtoliteracy.com/index.html?SID&page=df_lr_studies_mcneill_1 **(Bowling Green City Schools 2001–2002)** Does not use a strong causal design: A historical cohort was used as the comparison group. WWC conventions allow for historical control cohorts in studies that have a broad unit of analysis (school or higher). This

study analyzes at the student level and therefore does not fulfill the WWC requirement.

Breakthrough to Literacy. (2003). *Submission to the What Works Clearinghouse, topic 1: Interventions for students with beginning reading difficulties*. (Available from Breakthrough to Literacy, 2662 Crosspark Road, Coralville, IA 52241) **(Campbell County School District)** Does not use a strong causal design: this study does not use a comparison group.

Breakthrough to Literacy. (2003). *Submission to the What Works Clearinghouse, topic 1: Interventions for students with beginning reading difficulties*. (Available from Breakthrough to Literacy, 2662 Crosspark Road, Coralville, IA 52241) **(Charlotte-Mecklenburg Public School District)** Does not use a strong causal design: this study does not use a comparison group.

Breakthrough to Literacy. (2003). *Submission to the What Works Clearinghouse, topic 1: Interventions for students with beginning reading difficulties*. (Available from Breakthrough to Literacy, 2662 Crosspark Road, Coralville, IA 52241) **(Copperas Cove Independent School District)** Does not use a strong causal design: this study does not use a comparison group.

Breakthrough to Literacy. (2003). *Submission to the What Works Clearinghouse, topic 1: Interventions for students with beginning reading difficulties*. (Available from Breakthrough to Literacy, 2662 Crosspark Road, Coralville, IA 52241) **(Davies County School District)** Does not use a strong causal design: this study does not use a comparison group.

Breakthrough to Literacy. (2003). *Submission to the What Works Clearinghouse, topic 1: Interventions for students with beginning reading difficulties*. (Available from Breakthrough to Literacy, 2662 Crosspark Road, Coralville, IA 52241) **(De Zavala Elementary School Fort Worth Independent School District 1998–99)** Does not use a strong causal design: this study does not use a comparison group.

Breakthrough to Literacy. (2003). *Submission to the What Works Clearinghouse, topic 1: Interventions for students with beginning reading difficulties*. (Available from Breakthrough to Literacy, 2662 Crosspark Road, Coralville, IA 52241) **(De Zavala**

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Elementary School Fort Worth Independent School

District 1999–00) Does not use a strong causal design: this study does not use a comparison group.

Breakthrough to Literacy. (2003). *Submission to the What Works Clearinghouse, topic 1: Interventions for students with beginning reading difficulties*. (Available from Breakthrough to Literacy, 2662 Crosspark Road, Coralville, IA 52241) **(Fort Worth Independent School District 1999–2000)** Does not use a strong causal design: this study is a quasi-experimental design but does not establish that the comparison group was comparable to the treatment group prior to the start of the intervention.

Breakthrough to Literacy. (2003). *Submission to the What Works Clearinghouse, topic 1: Interventions for students with beginning reading difficulties*. (Available from Breakthrough to Literacy, 2662 Crosspark Road, Coralville, IA 52241) **(Fulton County Schools)** Does not use a strong causal design: this study is a quasi-experimental design but does not establish that the comparison group was comparable to the treatment group prior to the start of the intervention.

Breakthrough to Literacy. (2003). *Submission to the What Works Clearinghouse, topic 1: Interventions for students with beginning reading difficulties*. (Available from Breakthrough to Literacy, 2662 Crosspark Road, Coralville, IA 52241) **(Glynn County Schools)** The sample is not appropriate to this review: the parameters for this WWC review specify that students should be in grades K–3 during the time of the intervention; this study does not focus on the targeted grades.

Breakthrough to Literacy. (2003). *Submission to the What Works Clearinghouse, topic 1: Interventions for students with beginning reading difficulties*. (Available from Breakthrough to Literacy, 2662 Crosspark Road, Coralville, IA 52241) **(Hawaii Department of Education)** Does not use a strong causal design. A historical cohort was used as the comparison group. WWC conventions allow for historical control cohorts in studies that have a broad unit of analysis (school or higher).

This study analyzes at the student level and therefore does not fulfill the WWC requirement.

Breakthrough to Literacy. (2003). *Submission to the What Works Clearinghouse, topic 1: Interventions for students with beginning reading difficulties*. (Available from Breakthrough to Literacy, 2662 Crosspark Road, Coralville, IA 52241) **(I.M. Terrell Elementary School Fort Worth Independent School District)** The sample is not appropriate to this review: the parameters for this WWC review specify that students should be in grades K–3 during the time of the intervention; this study does not focus on the targeted grades.

Breakthrough to Literacy. (2003). *Submission to the What Works Clearinghouse, topic 1: Interventions for students with beginning reading difficulties*. Available from Breakthrough to Literacy, 2662 Crosspark Road, Coralville, IA 52241) **(Jersey City Public Schools)** Does not use a strong causal design: this study does not use a comparison group.

Breakthrough to Literacy. (2003). *Submission to the What Works Clearinghouse, topic 1: Interventions for students with beginning reading difficulties*. (Available from Breakthrough to Literacy, 2662 Crosspark Road, Coralville, IA 52241) **(Johnson County School District)** Does not use a strong causal design: this study does not use a comparison group.

Breakthrough to Literacy. (2003). *Submission to the What Works Clearinghouse, topic 1: Interventions for students with beginning reading difficulties*. (Available from Breakthrough to Literacy, 2662 Crosspark Road, Coralville, IA 52241) **(Lawrence Public Schools 2000–01)** Does not use a strong causal design: this study does not use a comparison group.

Breakthrough to Literacy. (2003). *Submission to the What Works Clearinghouse, topic 1: Interventions for students with beginning reading difficulties*. (Available from Breakthrough to Literacy, 2662 Crosspark Road, Coralville, IA 52241) **(Lawrence Public Schools 2001–02)** Does not use a strong causal design: this study does not use a comparison group.

Breakthrough to Literacy. (2003). *Submission to the What Works Clearinghouse, topic 1: Interventions for students with*

Appendix A5 References (continued)

beginning reading difficulties. (Available from Breakthrough to Literacy, 2662 Crosspark Road, Coralville, IA 52241) (Lebanon Community School Corporation) Does not use a strong causal design: there is only one intervention and one comparison unit, so the analysis cannot separate the effects of the intervention from other factors.

Breakthrough to Literacy. (2003). *Submission to the What Works Clearinghouse, topic 1: Interventions for students with beginning reading difficulties.* (Available from Breakthrough to Literacy, 2662 Crosspark Road, Coralville, IA 52241) (**Leon County School District**) Does not use a strong causal design: this study is a quasi-experimental design but does not establish that the comparison group was comparable to the treatment group prior to the start of the intervention.

Breakthrough to Literacy. (2003). *Submission to the What Works Clearinghouse, topic 1: Interventions for students with beginning reading difficulties.* (Available from Breakthrough to Literacy, 2662 Crosspark Road, Coralville, IA 52241) (**Logan County School District**) Does not use a strong causal design: this study does not use a comparison group.

Breakthrough to Literacy. (2003). *Submission to the What Works Clearinghouse, topic 1: Interventions for students with beginning reading difficulties.* (Available from Breakthrough to Literacy, 2662 Crosspark Road, Coralville, IA 52241) (**Massillon City School District**) Does not use a strong causal design: this study is a quasi-experimental design but does not establish that the comparison group was comparable to the treatment group prior to the start of the intervention.

Breakthrough to Literacy. (2003). *Submission to the What Works Clearinghouse, topic 1: Interventions for students with beginning reading difficulties.* (Available from Breakthrough to Literacy, 2662 Crosspark Road, Coralville, IA 52241) (**Muscatine Community School District**) The sample is not appropriate to this review: the parameters for this WWC review specify that students should be in grades K–3 during the time of the intervention; this study does not focus on the targeted grades.

Breakthrough to Literacy. (2003). *Submission to the What Works Clearinghouse, topic 1: Interventions for students with beginning reading difficulties.* (Available from Breakthrough to Literacy, 2662 Crosspark Road, Coralville, IA 52241) (**New Haven Public Schools**) The sample is not appropriate to this review: the parameters for this WWC review specify that students should be in grades K–3 during the time of the intervention; this study does not focus on the targeted grades.

Breakthrough to Literacy. (2003). *Submission to the What Works Clearinghouse, topic 1: Interventions for students with beginning reading difficulties.* (Available from Breakthrough to Literacy, 2662 Crosspark Road, Coralville, IA 52241) (**Norfolk Public Schools**) Does not use a strong causal design: A historical cohort was used as the comparison group. WWC conventions allow for historical control cohorts in studies that have a broad unit of analysis (school or higher). This study analyzes at the student level and therefore does not fulfill the WWC requirement.

Breakthrough to Literacy. (2003). *Submission to the What Works Clearinghouse, topic 1: Interventions for students with beginning reading difficulties.* (Available from Breakthrough to Literacy, 2662 Crosspark Road, Coralville, IA 52241) (**Northampton County Public Schools**) Does not use a strong causal design: this study does not use a comparison group.

Breakthrough to Literacy. (2003). *Submission to the What Works Clearinghouse, topic 1: Interventions for students with beginning reading difficulties.* (Available from Breakthrough to Literacy, 2662 Crosspark Road, Coralville, IA 52241) (**Ohio County School District**) Does not use a strong causal design: this study does not use a comparison group.

Breakthrough to Literacy. (2003). *Submission to the What Works Clearinghouse, topic 1: Interventions for students with beginning reading difficulties.* (Available from Breakthrough to Literacy, 2662 Crosspark Road, Coralville, IA 52241) (**Public School 10 Community School District 15**) Does not use a strong causal design: this study does not use a comparison group.

Appendix A5 References (continued)

Breakthrough to Literacy. (2003). *Submission to the What Works Clearinghouse, topic 1: Interventions for students with beginning reading difficulties*. (Available from Breakthrough to Literacy, 2662 Crosspark Road, Coralville, IA 52241) **(Public School 27 Community School District 15)** Does not use a strong causal design: this study does not use a comparison group.

Breakthrough to Literacy. (2003). *Submission to the What Works Clearinghouse, topic 1: Interventions for students with beginning reading difficulties*. (Available from Breakthrough to Literacy, 2662 Crosspark Road, Coralville, IA 52241) **(Public School 57 New York City Public Schools)** Does not use a strong causal design: this study does not use a comparison group.

Breakthrough to Literacy. (2003). *Submission to the What Works Clearinghouse, topic 1: Interventions for students with beginning reading difficulties*. (Available from Breakthrough to Literacy, 2662 Crosspark Road, Coralville, IA 52241) **(Pulaski County Schools)** Does not use a strong causal design: this study does not use a comparison group.

Breakthrough to Literacy. (2003). *Submission to the What Works Clearinghouse, topic 1: Interventions for students with beginning reading difficulties*. (Available from Breakthrough to Literacy, 2662 Crosspark Road, Coralville, IA 52241) **(Richmond City Schools)** Does not use a strong causal design: this study does not use a comparison group.

Breakthrough to Literacy. (2003). *Submission to the What Works Clearinghouse, topic 1: Interventions for students with beginning reading difficulties*. (Available from Breakthrough to Literacy, 2662 Crosspark Road, Coralville, IA 52241) **(San Ysidro School District)** Does not use a strong causal design: this study is a quasi-experimental design but does not establish that the comparison group was comparable to the treatment group prior to the start of the intervention.

Breakthrough to Literacy. (2003). *Submission to the What Works Clearinghouse, topic 1: Interventions for students with beginning reading difficulties*. (Available from Breakthrough to

Literacy, 2662 Crosspark Road, Coralville, IA 52241) **(School City of East Chicago)** Does not use a strong causal design: this study does not use a comparison group.

Breakthrough to Literacy. (2003). *Submission to the What Works Clearinghouse, topic 1: Interventions for students with beginning reading difficulties*. (Available from Breakthrough to Literacy, 2662 Crosspark Road, Coralville, IA 52241) **(School District of Palm Beach County)** Does not use a strong causal design: this study is a quasi-experimental design but does not establish that the comparison group was comparable to the treatment group prior to the start of the intervention.

Breakthrough to Literacy. (2003). *Submission to the What Works Clearinghouse, topic 1: Interventions for students with beginning reading difficulties*. (Available from Breakthrough to Literacy, 2662 Crosspark Road, Coralville, IA 52241) **(Sumpter County School District)** Does not use a strong causal design: this study does not use a comparison group.

Breakthrough to Literacy. (2003). *Submission to the What Works Clearinghouse, topic 1: Interventions for students with beginning reading difficulties*. (Available from Breakthrough to Literacy, 2662 Crosspark Road, Coralville, IA 52241) **(Tussey Mountain School District)** Does not use a strong causal design: this study does not use a comparison group.

Breakthrough to Literacy. (2003). *Submission to the What Works Clearinghouse, topic 1: Interventions for students with beginning reading difficulties*. (Available from Breakthrough to Literacy, 2662 Crosspark Road, Coralville, IA 52241) **(Union County Public Schools 2001–2002)** Does not use a strong causal design: A historical cohort was used as the comparison group. WWC conventions allow for historical control cohorts in studies that have a broad unit of analysis (school or higher). This study analyzes at the student level and therefore does not fulfill the WWC requirement.

Breakthrough to Literacy. (2003). *Submission to the What Works Clearinghouse, topic 1: Interventions for students with beginning reading difficulties*. (Available from Breakthrough to

Appendix A5 References (continued)

- Literacy, 2662 Crosspark Road, Coralville, IA 52241) (**Whitley County School District. Siley, KY**) Does not use a strong causal design: this study does not use a comparison group.
- Breakthrough to Literacy. (2003). *Submission to the What Works Clearinghouse, topic 1: Interventions for students with beginning reading difficulties*. (Available from Breakthrough to Literacy, 2662 Crosspark Road, Coralville, IA 52241)
- (**Union County Public Schools 2000–2001**) The sample is not appropriate to this review: the parameters for this WWC review specify that students should be in grades K–3 during the time of the intervention; this study does not focus on the targeted grades.
- Delacruz, S. J. (2003). *The impact of a first year, first grade balanced literacy approach on reading and language achievement*. Unpublished doctoral dissertation, Loyola University, Chicago, IL. (Available from Breakthrough to Literacy, 2662 Crosspark Road, Coralville, IA 52241) Does not use a causal design: there was only one intervention unit, so the analysis could not separate the effects of the intervention from other factors.
- Grimes School. (1998, January). *Computer assisted reading for children at-risk*. (Available from Breakthrough to Literacy, 2662 Crosspark Road, Coralville, IA 52241) Does not use a strong causal design: this study is a quasi-experimental design but does not establish that the comparison group was comparable to the treatment group prior to the start of the intervention.
- Hughey, J. H., & Olivarez, R. D. (1998, January). *Final report of the 1997–98 Breakthrough to Literacy computer instructional program*. (Available from Breakthrough to Literacy, 2662 Crosspark Road, Coralville, IA 52241) Does not use a strong causal design: this study is a quasi-experimental design but does not establish that the comparison group was comparable to the treatment group prior to the start of the intervention.
- Jones, K., & Weinhold, C. (2000, January). *What effect does the incorporation of breakthrough to literacy into the language arts have on the early literacy development of Grove kindergartners?* (Available from Breakthrough to Literacy, 2662

Crosspark Road, Coralville, IA 52241) Does not use a strong causal design: this study does not use a comparison group.

MESSA. (1998). *Breakthrough to literacy program evaluation 1997–98*. (Available from Breakthrough to Literacy, 2662 Crosspark Road, Coralville, IA 52241) The sample is not appropriate to this review: the parameters for this WWC review specify that students should be in grades K–3 during the time of the intervention; this study does not focus on the targeted grades.

Bridge

Biemiller, A., & Siegel, L. S. (1997). A longitudinal study of the effects of the Bridge reading program for children at risk for reading failure. *Learning Disability Quarterly*, 20(2), 83–92. Does not use a strong causal design: this study is a quasi-experimental design but does not establish that the comparison group was comparable to the treatment group prior to the start of the intervention.

California Early Literacy Learning (CELL)

- Swartz, S. L. (1999, December). California Early Literacy Learning and Reading Recovery: Two innovative programs for teaching children to read and write. Paper presented at the Claremont Reading Conference, CA. Does not use a strong causal design: this study does not use a comparison group.
- Swartz, S. L. (2003). *California Early Literacy Learning (CELL): Research report 1994–2003*. (Available from the Foundation for California Early Literacy Learning, 104 East State St., Suite M, Redlands, CA 92373) Does not use a strong causal design: this study does not use a comparison group.
- Swartz, S. L., Shook, R. E., & Klein, A. F. (2003). *Foundation for California Early Literacy Learning*. (Available from the Foundation for California Early Literacy Learning, 104 East State St., Suite M, Redlands, CA 92373) Does not use a strong causal design: this study does not use a comparison group.

Appendix A5
References
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Carbo Reading Styles Program

- Atchison, M. K. (1988, November). *The relationship between the learning styles and reading achievement of sixth-grade students in the state of Alabama*. Paper presented at the meeting of the Mid-South Educational Research Association, Gatlinburg, TN. The sample is not appropriate to this review: the parameters for this WWC review specify that students should be in grades K–3 during the time of the intervention; this study does not focus on the targeted grades.
- Carbo, M. (2004, May). *Reading results with the Carbo Reading Styles Program*. Paper presented at the meeting of the National Reading Styles Institute, Chicago, IL. The sample is not appropriate to this review: the parameters for this WWC review specify that students should be in grades K–3 during the time of the intervention; this study does not focus on the targeted grades.
- Duhaney, L. M. G., & Ewing, N. J. (1998). An investigation of the reading styles of urban Jamician middle-grade students with learning disabilities. *Reading Improvement*, 35(3), 114–119. The sample is not appropriate to this review: the parameters for this WWC review specify that students should be in grades K–3 during the time of the intervention; this study does not focus on the targeted grades.
- Langford, D. (2000). *Two-year results of the Carbo Reading Styles Program: Patterson Elementary School, Montgomery Alabama*. Montgomery, AL. Does not use a strong causal design: this study does not use a comparison group.
- Mohrmann, S. R. (1990, January). *Learning styles of poor readers*. Paper presented at the meeting of the Southwest Educational Research Association, Austin, TX. The outcome measures are not relevant to this review: the parameters for this WWC review specify student outcome measures but this study does not focus on students.
- Skipper, B. (1997). Reading with style. *American School Board Journal*, 184(2), 36–37. Does not use a strong causal design: this study does not use a comparison group.
- Wilson, I. G. (1993). Reading styles of Hispanic students with learning disabilities in third, fourth, and fifth grade.

Dissertation Abstracts International, 55(11), 3462A. (UMI No. 9505375) The outcome measures are not relevant to this review: the parameters for this WWC review specify student outcome measures but this study does not focus on students.

CIERA School Change Project

- Taylor, B. M., Pearson, P. D., Peterson, D., & Rodriguez, M. C. (2002). *The CIERA School Change Project: Supporting schools as they implement home-grown reading reform* (CIERA Rep. No. 2-016). Ann Arbor: University of Michigan, Center for the Improvement of Early Reading Achievement. Does not use a strong causal design: this study does not use a comparison group.

ClassWide Peer Tutoring (CWPT)

- Abbott, M., Greenwood, C. R., Buzhardt, J., & Tapia, Y. (2006). Using technology-based teacher support tools to scale up the ClassWide Peer Tutoring program. *Reading and Writing Quarterly*, 22, 47–64. Does not use a strong causal design: this study does not use a comparison group.
- Bradley, D., Bjorlykke, L., Mann, E., Homon, C., & Lindsay, J. (1993, October). *Empowerment of the general educator through effective teaching strategies*. Paper presented at the meeting of the International Conference on Learning Disabilities, Baltimore, MD. Does not use a strong causal design: this study, which uses a quasi-experimental design, does not use equating measures to ensure that the comparison group is equivalent to the treatment group.
- Burks, M. (2004). Effects of Classwide Peer Tutoring on the number of words spelled correctly by students with LD. *Intervention in School and Clinic*, 39(5), 301–384. The outcome measures are not relevant to this review.
- Buzhardt, J., Abbott, M., Greenwood, C. R., & Tapia, Y. (2005). Usability testing of the ClassWide Peer Tutoring-Learning Management System. *Journal of Special Education Technology*, 20(1), 19–31. The sample is not appropriate to this review: the parameters for this WWC review specified that

Appendix A5 References (continued)

- students should be in grades kindergarten through 3; this study does not disaggregate students in the eligible range from those outside the range.
- Buzhardt, J., Greenwood, C. R., Abbott, M., & Tapia, Y. (2006). Research on scaling up effective instructional intervention practice: Developing a measure of the rate of implementation. *Educational Technology Research and Development*, 54(5), 467–492. The sample is not appropriate to this review: the parameters for this WWC review specified that students should be in grades kindergarten through 3; this study does not disaggregate students in the eligible range from those outside the range.
- Greenwood, C. R., Dinwiddie, G., Bailey, V., Carta, J. J., Dorsey, D., Kohler, F. W., Nelson, C., Rotholtz, D., & Schulte, D. (1987). Field replication of classwide peer tutoring. *Journal of Applied Behavior Analysis*, 20, 151–160. The sample is not appropriate to this review: the parameters for this WWC review specified that students should be in grades kindergarten through 3; this study does not disaggregate students in the eligible range from those outside the range.
- Moore, A. R. (1993). Effects of strategy training and classwide peer tutoring on the reading comprehension of students with learning disabilities. *Dissertation Abstracts International*, 54(11), 4041A. (UMI No. 9410387) The sample is not appropriate to this review: the parameters for this WWC review specified that students should be in grades kindergarten through 3; this study does not disaggregate students in the eligible range from those outside the range.
- Neddenriep, C. E. (2003). Classwide peer tutoring: Three experiments investigating the generalized effects of increased oral reading fluency to silent reading comprehension. *Dissertation Abstracts International*, 64(09), 3192A. (UMI No. 3104401) The sample is not appropriate to this review: the parameters for this WWC review specify that students should be in grades K–3 during the time of the intervention; this study does not focus on the targeted grades.
- Sideridis, G. D., Utley, C., Greenwood, C. R., & Delquadri, J. et al., (1997). Class-wide Peer Tutoring: Effects on the spelling performance and social interactions of students with mild disabilities and their typical peers in an integrated instructional setting. *Journal of Behavioral Education*, 7(4), 203–212. The sample is not appropriate to this review: the parameters for this WWC review specified that students should be in grades kindergarten through 3; this study does not disaggregate students in the eligible range from those outside the range.
- Simmons, D., Fuchs, D., Fuchs, L. S., Hodge, J. P., & Mathes, P. G. (1994). Importance of instructional complexity and role reciprocity to Classwide Peer Tutoring. *Learning Disabilities Research & Practice*, 9 (4), 203–212. The sample is not appropriate to this review: the parameters for this WWC review specify that students should be in grades K–3 during the time of the intervention; this study does not focus on the targeted grades.
- Veerkamp, M. B. (2001). The effects of Classwide Peer Tutoring on the reading achievement of urban middle school students. *Dissertation Abstracts International*, 63(04), 2047B. (UMI No. 3049533) The sample is not appropriate to this review: the parameters for this WWC review specify that students should be in grades K–3 during the time of the intervention; this study does not focus on the targeted grades.
- CompassLearning**
- Compass Learning, Inc. (2003). *An independent study done by the Odyssey Charter Middle School (2001–2002)*. (Available from CompassLearning, 9920 Pacific Heights Blvd., San Diego, CA 92121) Does not use a strong causal design: this study does not use a comparison group.
- Compass Learning, Inc. (2003). *CompassLearning® Report: What Works Clearinghouse*. San Diego, CA: Author. Does not use a strong causal design: this study does not use a comparison group.
- Compass Learning, Inc. (2003). *Partnered study one, a study of grade 3 and grade 5 reading and math performance in a rural*

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school district in the SE, 2002. San Diego, CA: Author. Does not use a strong causal design: this study does not use a comparison group.

Hartley, C. L. (2003). *Partnered study two: Comparative study in a large inner city school district in the Midwest, 2001–2002*. San Diego, CA: CompassLearning, Inc. The sample is not appropriate to this review: the parameters for this WWC review specify that students should be in grades K–3 during the time of the intervention; this study does not focus on the targeted grades.

Compensatory Language Experiences and Reading Program (CLEAR)

Chamberlain, E., Beck, D., & Johnson, J. (1983). *Language development component, compensatory language experiences and reading program*. Columbus, OH: Columbus Public Schools, Department of Evaluation Services. Does not use a strong causal design: this study does not use a comparison group.

Concept-Oriented Reading Instruction (CORI)

Guthrie, J. T., Van Meter, P., McCann, A., & Wigfield, A. (1996). Growth of literacy engagement: Changes in motivations and strategies during Concept-Oriented Reading Instruction. *Reading Research Quarterly*, 31(3), 306–332. Does not use a strong causal design: this study does not use a comparison group.

Cooperative Integrated Reading and Composition (CIRC®)

Calderon, M., Hertz-Lazarowitz, R., & Slavin, R. E. (1998). Effects of bilingual cooperative integrated reading and composition on students making the transition from Spanish to English reading. *The Elementary School Journal*, 99(2), 153–165.

The sample is not appropriate to this review: this study does not focus on students learning to read in English, one of the parameters for this WWC review.

Jenkins, J. R., Jewell, M., Leicester, N., O'Connor, R. E., Jenkins, L. M., & Troutner, N. M. (1994). Accommodations for individual differences without classroom ability groups: An experiment in school restructuring. *Exceptional Children*, 60(4), 344–358.

The sample is not appropriate to this review: the parameters for this WWC review specified that students should be in grades K–3; this study does not disaggregate students in the eligible range from those outside the range.

Nath, L. R. (1996). A peer tutoring training model for cooperative groupings: Is the effectiveness of cooperative groupings enhanced by students obtaining peer tutoring skills? *Dissertation Abstracts International*, 57(12), 5051A. (UMI No. 9717224) The outcome measures are not shown to be valid or reliable: the outcome measures used in this study does not demonstrate adequate reliability or validity.

Rapp, J. C. (1991). The effects of cooperative learning on selected student variables (Cooperative Integrated Reading and Composition on academic achievement in reading comprehension, vocabulary, and spelling on student self-esteem). *Dissertation Abstracts International*, 52(10), 3516A. (UMI No. 9207225) Confound: there was only one intervention and one comparison unit in each study condition, so the analysis could not separate the effects of the intervention from other factors.

Stevens, R. J., Madden, N. A., Slavin, R. E., & Farnish, A. M. (1987). Cooperative integrated reading and composition: Two field experiments. *Reading Research Quarterly*, 22(4), 433–454. **(Study: Fall 1985)** Complete data were not reported for the WWC to compute effect sizes for the third graders, the sample of interest to this review.

Stevens, R. J., Madden, N. A., Slavin, R. E., & Farnish, A. M. (1987). Cooperative Integrated Reading and Composition: Two field experiments. *Reading Research Quarterly*, 22(4), 433–454. **(Study: Spring 1985)** Complete data were not reported for the WWC to compute effect sizes for the third graders, the sample of interest to this review.

Stevens, R. J., Slavin, R. E., & Farnish, A. M. (1991). The effects of cooperative learning and direct instruction in reading comprehension strategies on main idea identification. *Journal of Educational Psychology*, 83(1), 8–16. The sample is not appropriate to this review: the parameters for this WWC review specified that students should be in grades K–3; this

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study does not disaggregate students in the eligible range from those outside the range.

- Stevens, R. J., & Slavin, R. E. (1995). Effects of a cooperative learning approach in reading and writing on academically handicapped and nonhandicapped students. *The Elementary School Journal*, 95(3), 241–262. The sample is not appropriate to this review: the parameters for this WWC review specified that students should be in grades K–3; this study does not disaggregate students in the eligible range from those outside the range.
- Stevens, R. J., & Slavin, R. E. (1995). The Cooperative Elementary School: Effects on Students' Achievement, Attitudes, and Social Relations. *American Educational Research Journal*, 32(2), 321–351. The sample is not appropriate to this review: the parameters for this WWC review specified that students should be in grades K–3; this study does not disaggregate students in the eligible range from those outside the range.

Core Knowledge Curriculum

- Mac Iver, M. A., Kemper, E., & Stringfield, S. (2000). *The Baltimore Curriculum Project: Fourth year report*. Baltimore, MD: Johns Hopkins University, Center for Social Organization of Schools. Does not use a strong causal design: this study is a quasi-experimental design but does not establish that the comparison group was comparable to the treatment group prior to the start of the intervention.
- Mac Iver, M. A., Stringfield, S., & McHugh, B. (2000). *Core Knowledge Curriculum: Five year analysis of implementation and effects in five Maryland schools*. Baltimore, MD: Johns Hopkins University, Center for Social Organization of Schools. Does not use a strong causal design: this study is a quasi-experimental design but does not use achievement pretests to establish that the comparison group is equivalent to the intervention group at baseline.
- Sterbinsky, A., Ross, S. M., & Redfield, D. (2002). *The effects of implementing comprehensive school reform models in 12 elementary schools: Year 3 study results*. Charleston, SC: Appalachia Educational Laboratory. The sample is not appropriate to

this review: the parameters for this WWC review specified that students should be in grades K–3; this study does not disaggregate students in the eligible range from those outside the range.

Additional source:

- Sterbinsky, A., Ross, S., & Redfield, D. (2003, April). *Comprehensive school reform: A multi-site replicated experiment*. Paper presented at the meeting of the American Educational Research Association, Chicago, IL. The sample is not appropriate to this review: The parameters for this WWC review specified that students should be in grades K–3; this study does not disaggregate students in the eligible range from those outside the range.
- Taylor, B. M., Pearson, P. D., Clark, K. F., & Walpole, S. (1999). *Beating the odds in teaching all children to read* (Report No. 2-006). Ann Arbor: University of Michigan, Center for the Improvement of Early Reading Achievement. Does not use a strong causal design: this study does not use a comparison group.

Cornerstone Literacy Initiative

- Lockwood, D., Donis-Keller, C., Hanlon, E., Saunders, T., Wang, L., Weinstein, M., et al. (2004). *Second year evaluation report: Cornerstone Literacy Initiative*. New York: Institute for Education and Social Policy. Retrieved from Institute for Education and Social Policy, Steinhardt School of Education, New York University Web site: <http://steinhardt.nyu.edu/iesp/publications/pubs/cornerstone/ENTIRE%20REPORT.PDF> (Study: Cleveland) Does not use a strong causal design: this study is a quasi-experimental design but does not use achievement pretests to establish that the comparison group is equivalent to the intervention group at baseline.
- Lockwood, D., Donis-Keller, C., Hanlon, E., Saunders, T., Wang, L., Weinstein, M., et al. (2004). *Second year evaluation report: Cornerstone Literacy Initiative*. Retrieved from Institute for Education and Social Policy, Steinhardt School of Education, New York University Web site: <http://steinhardt.nyu.edu/iesp/publications/pubs/cornerstone/ENTIRE%20REPORT.PDF> (Study: Jackson) Does not use a strong causal design:

Appendix A5 References (continued)

this study is a quasi-experimental design but does not use achievement pretests to establish that the comparison group is equivalent to the intervention group at baseline.

Lockwood, D., Donis-Keller, C., Hanlon, E., Saunders, T., Wang, L., Weinstein, M., et al. (2004). *Second year evaluation report: Cornerstone Literacy Initiative*. Retrieved from Institute for Education and Social Policy, Steinhardt School of Education, New York University Web site: <http://steinhardt.nyu.edu/iesp/publications/pubs/cornerstone/ENTIRE%20REPORT.PDF>

(Study: Talladega) Does not use a strong causal design: this study is a quasi-experimental design but does not use achievement pretests to establish that the comparison group is equivalent to the intervention group at baseline.

Lockwood, D., Donis-Keller, C., Hanlon, E., Saunders, T., Wang, L., Weinstein, M., et al. (2004). *Second year evaluation report: Cornerstone Literacy Initiative*. Retrieved from Institute for Education and Social Policy, Steinhardt School of Education, New York University Web site: <http://steinhardt.nyu.edu/iesp/publications/pubs/cornerstone/ENTIRE%20REPORT.PDF>

(Study: Trenton) Does not use a strong causal design: this study is a quasi-experimental design but does not use achievement pretests to establish that the comparison group is equivalent to the intervention group at baseline.

Lockwood, D., Donis-Keller, C., Hanlon, E., Saunders, T., Wang, L., Weinstein, M., et al. (2004). *Second year evaluation report: Cornerstone Literacy Initiative*. Retrieved from Steinhardt School of Education, Institute for Education and Social Policy Web site: <http://steinhardt.nyu.edu/iesp/publications/pubs/cornerstone/ENTIRE%20REPORT.PDF> **(Study: Bridgeport)**

Does not use a strong causal design: this study does not use a comparison group.

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[REPORT.PDF](#) **(Study: Greenwood)** Does not use a strong causal design: this study is a quasi-experimental design but does not use achievement pretests to establish that the comparison group is equivalent to the intervention group at baseline.

Lockwood, D., Donis-Keller, C., Hanlon, E., Saunders, T., Wang, L., Weinstein, M., et al. (2004). *Second year evaluation report: Cornerstone Literacy Initiative*. Retrieved from Institute for Education and Social Policy, Steinhardt School of Education, New York University Web site: <http://steinhardt.nyu.edu/iesp/publications/pubs/cornerstone/ENTIRE%20REPORT.PDF>

(Study: Dalton) Does not use a strong causal design: this study does not use a comparison group.

Lockwood, D., Donis-Keller, C., Hanlon, E., Saunders, T., Wang, L., Weinstein, M., et al. (2004). *Second year evaluation report: Cornerstone Literacy Initiative*. Retrieved from Institute for Education and Social Policy, Steinhardt School of Education, New York University Web site: <http://steinhardt.nyu.edu/iesp/publications/pubs/cornerstone/ENTIRE%20REPORT.PDF>

(Study: New Haven) Does not use a strong causal design: this study does not use a comparison group.

Lockwood, D., Donis-Keller, C., Hanlon, E., Saunders, T., Wang, L., Weinstein, M., et al. (2004). *Second year evaluation report: Cornerstone Literacy Initiative*. Retrieved from Institute for Education and Social Policy, Steinhardt School of Education, New York University Web site: <http://steinhardt.nyu.edu/iesp/publications/pubs/cornerstone/ENTIRE%20REPORT.PDF>

(Study: Springfield) Does not use a strong causal design: this study is a quasi-experimental design but does not use achievement pretests to establish that the comparison group is equivalent to the intervention group at baseline.

Crossties

Froniabarger, E. W. (1983). A comparison of the Crossties, Alpha-Time, Sullivan, and Bookmark reading readiness programs in kindergarten. *Dissertation Abstracts International*, 44(08), 2349A. (UMI No. 8325590) Does not use a strong causal

Appendix A5 References (continued)

design: there was only one intervention and/or one comparison unit, so the analysis could not separate the effects of the intervention from other.

DaisyQuest

Lonigan, C. J., Driscoll, K., Phillips, B. M., Cantor, B. G., Anthony, J. L., & Goldstein, H. (2003). A computer-assisted instruction phonological sensitivity program for preschool children at-risk for reading problems. *Journal of Early Intervention*, 25(4), 248–262. The sample is not appropriate to this review: the parameters for this WWC review specified that students should be in grades kindergarten through 3 during the time of the intervention; this study does not focus on the targeted grades.

Destination Reading

Long-Cotty, B. D., & Levenson, T. (2004). *The impact of Destination Reading on kindergarten and first grade reading skills*. San Francisco, CA: Riverdeep Limited. Incomparable groups: this study is a quasi-experimental design that uses achievement pretests but does not establish that the comparison group was comparable to the treatment group prior to the start of the intervention.

Different Ways of Knowing

Sterbinsky, A., Ross, S. M., & Redfield, D. (2002). *The effects of implementing comprehensive school reform models in 12 elementary schools: Year 3 study results*. Charleston, SC: Appalachia Educational Laboratory. The sample is not appropriate to this review: the parameters for this WWC review specified that students should be in grades K–3; this study does not disaggregate students in the eligible range from those outside the range.

Additional source:

Sterbinsky, A., Ross, S., & Redfield, D. (2003, April). *Comprehensive school reform: A multi-site replicated experiment*. Paper presented at the meeting of the American

Educational Research Association, Chicago, IL. The sample is not appropriate to this review: The parameters for this WWC review specified that students should be in grades K–3; this study does not disaggregate students in the eligible range from those outside the range.

Direct Instruction/Direct Instruction

Adams, G. L., & Engelmann, S. (1996). Additional documentation. In *Research on Direct Instruction: 25 years and beyond DISTAR*. (pp. 99–145). Eugene, OR: Association for Direct Instruction. Does not use a strong causal design: this study does not use a comparison group.

Darch, C., Gersten, R., & Taylor, R. (1987). Evaluation of the Williamsburg County Direct Instruction Program: Factors leading to success in rural elementary programs. *Research in Rural Education*, 4(3), 111–118. Study is outside the time frame of the review: the parameters for this WWC review specified interventions that were implemented after 1983 but this study involves students that began the intervention prior to 1983.

Gersten, R., Darch, C., & Gleason, M. (1988). Effectiveness of a Direct Instruction academic kindergarten for low-income students. *The Elementary School Journal*, 89(2), 227–240. Incomparable groups: this study is a quasi-experimental design but does not establish that the comparison group was comparable to the treatment group prior to the start of the intervention.

McCollum-Rogers, S. A. (2004). Comparing Direct Instruction and Success For All with a basal reading program in relation to student achievement. *Dissertation Abstracts International*, 65(10), 3642A. (UMI No. 3149920) Incomparable groups: this study is a quasi-experimental design but does not establish that the comparison group was comparable to the treatment group prior to the start of the intervention.

McGahey, J. T. (2002). Differences between a Direct Instruction reading approach and a balanced reading approach among elementary school students. *Dissertation Abstracts International*, 63(06A), 2147. (UMI No. 3057184) Incomparable groups: this study is a quasi-experimental design but does

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not establish that the comparison group was comparable to the treatment group prior to the start of the intervention.

Direct Instruction and CIRC

Stevens, R. J., Slavin, R. E., & Farnish, A. M. (1991). The effects of cooperative learning and direct instruction in reading comprehension strategies on main idea identification. *Journal of Educational Psychology*, 83(1), 8–16. The sample is not appropriate to this review: the parameters for this WWC review specified that students should be in grades K–3; this study does not disaggregate students in the eligible range from those outside the range.

Direct Instruction/Corrective Reading

Arthur, C. (1988). Progress in a high school LD class. *ADI News*, 27(4), 17–18. The sample is not appropriate to this review: the parameters for this WWC review specify that students should be in grades K–3 during the time of the intervention; this study does not focus on the targeted grades.

Byron, D. (1988). Corrective Reading in a comprehensive school: The Hartcliffe Project. *Educational and Child Psychology* 5(4), 35–41. Does not use a strong causal design: this study does not use a comparison group.

Campbell, M. L. (1984). Corrective Reading program evaluated with secondary students in San Diego. *ADI News*, 3, 3. The sample is not appropriate to this review: the parameters for this WWC review specify that students should be in grades K–3 during the time of the intervention; this study does not focus on the targeted grades.

Department of Accountability and Organizational Evaluation. (2002). Evaluation of the 2001–02 Corrective Reading program. Retrieved from San Juan Unified School District Web site: <http://www.sanjuan.edu/accountability/program-evaluations/corrective-reading-2002.pdf> The sample is not appropriate to this review: the parameters for this WWC review specify that students should be in grades K–3 during the time of the intervention; this study does not focus on the targeted grades.

Drakeford, W. (2002). The impact of an intensive program to increase the literacy skills of incarcerated youth. *Journal of Correctional Education*, 53(4), 139–144. The sample is not appropriate to this review: the parameters for this WWC review specify that students should be in grades K–3 during the time of the intervention; this study does not focus on the targeted grades.

Gunn, B., Smolkowski, K., & Biglan, A., Black, C., & Blair, J. (2005). Fostering the development of reading skill through supplemental instruction: Results for Hispanic and Non-Hispanic students. *Journal of Special Education*, 39(2), 66–85. Does not use a causal design: this study, which uses a randomized controlled trial design, combined two interventions and therefore the effects of Corrective Reading could not be isolated.

Gunn, B., Smolkowski, K., Biglan, A. & Black, C. (2005). Supplemental instruction in decoding skills for Hispanic and Non-Hispanic students in early elementary school: A follow-up. *Journal of Special Education*, 36(2), 69–80. Does not use a causal design: this study, which uses a randomized controlled trial design, combined two interventions and therefore the effects of Corrective Reading could not be isolated.

Additional source:

Gunn, B., Biglan, A., Smolkowski, K., & Ary, D. (2000). The efficacy of supplemental instruction in decoding skills for Hispanic and non-Hispanic students in early elementary school. *Journal of Special Education*, 34(2), 90–103.

Harris, R. E., Marchand-Martella, N. E., Martella, R. C. (2000). Effects of a peer-delivered Corrective Reading program. *Journal of Behavioral Education*, 10, 21–36. The sample is not appropriate to this review: the parameters for this WWC review specify that students should be in grades K–3 during the time of the intervention; this study does not focus on the targeted grades.

Hempenstall, K. J. (1997). *The effects on the phonological processing skills of disabled readers participating in Direct Instruction reading programs*. Unpublished doctoral dissertation, Royal Melbourne Institute of Technology, Melbourne, Victoria, Australia. The sample is not appropriate to this review:

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- the parameters for this WWC review specified that students should be in grades K–3; this study does not disaggregate students in the eligible range from those outside the range.
- Herr, C. M. (1989). Using Corrective Reading with adults. *ADI News*, 8(2), 18–21. The sample is not appropriate to this review: the parameters for this WWC review specify that students should be in grades K–3 during the time of the intervention; this study does not focus on the targeted grades.
- Juel, C. (1988). Learning to read and write: A longitudinal study of 54 children from first through fourth grades. *Journal of Educational Psychology*, 80(4), 437–447. Does not use a strong causal design: this study does not use a comparison group.
- Keel, M. C., Federick, L. D., Hughes, T. A., & Owens, S. H. (1999). Using paraprofessionals to deliver Direct Instruction reading programs. *Effective School Practices*, 18(2), 16–22. Does not use a strong causal design: this study does not use a comparison group.
- Malmgren, K. W., & Leone, P. E. (2000). Effects of a short-term auxiliary reading program on the reading skills of incarcerated youth. *Education & Treatment of Children*, 23, 239–247. The sample is not appropriate to this review: the parameters for this WWC review specify that students should be in grades K–3 during the time of the intervention; this study does not focus on the targeted grades.
- Marchand-Martella, N. E., & Martella, R. C. (2002). An overview and research summary of peer-delivered *Corrective Reading* instruction. *Behavior Analysis Today*, 3, 213–220. The sample is not appropriate to this review: the parameters for this WWC review specify that students should be in grades K–3 during the time of the intervention; this study does not focus on the targeted grades.
- Marchand-Martella, N. E., Martella, R. C., Bettis, D. F., & Riley Blakely, M. (2004). Project Pals: A description of a high school-based tutorial program using *Corrective Reading* and peer-delivered instruction. *Reading and Writing Quarterly*, 20, 179–201. The sample is not appropriate to this review: the parameters for this WWC review specify that students should be in grades K–3 during the time of the intervention; this study does not focus on the targeted grades.
- Marchand-Martella, N. E., Martella, R. C., Orlob, M., & Ebey, T. (2000). Conducting action research in a rural high school setting using peers as *Corrective Reading* instructors for students with disabilities. *Rural Special Education Quarterly*, 19(2), 20–29. The sample is not appropriate to this review: the parameters for this WWC review specify that students should be in grades K–3 during the time of the intervention; this study does not focus on the targeted grades.
- Polloway, E. A., Epstein, M. H., Polloway, C. H., Patton, J. R., & Ball, D. W. (1986). *Corrective Reading* program: An analysis of effectiveness with learning disabled and mentally retarded students. *Remedial and Special Education*, 7(4), 41–47. The sample is not appropriate to this review: the parameters for this WWC review specify that students should be in grades K–3 during the time of the intervention; this study does not focus on the targeted grades.
- Scarlato, M. C., & Asahara, E. (2004). Effects of *Corrective Reading* in a residential treatment facility for adjudicated youth. *Journal of Direct Instruction*, 4, 211–217. The sample is not appropriate to this review: the parameters for this WWC review specify that students should be in grades K–3 during the time of the intervention; this study does not focus on the targeted grades.
- Short, C., Marchand-Martella, N. E., Martella, R. C., & Ebey, T. L. (1999). The benefits of being high school *Corrective Reading* peer instructors. *Effective School Practices*, 18(2), 23–29. The sample is not appropriate to this review: the parameters for this WWC review specify that students should be in grades K–3 during the time of the intervention; this study does not focus on the targeted grades.
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- students should be in grades K–3 during the time of the intervention; this study does not focus on the targeted grades.
- Somerville, D. E., & Leach, D. J. (1988, February). Direct or indirect instruction: An evaluation of three types of intervention programs for assisting students with specific reading difficulties. *Educational Research*, 30(1), 46–53. The sample is not appropriate to this review: the parameters for this WWC review specify that students should be in grades K–3 during the time of the intervention; this study does not focus on the targeted grades.
- Sommers, J. (1995). Seven-year overview of Direct Instruction programs used in basic skills classes at Big Piney Middle School. *Effective School Practices*, 14(4), 29–32. The sample is not appropriate to this review: the parameters for this WWC review specify that students should be in grades K–3 during the time of the intervention; this study does not focus on the targeted grades.
- Stevenson, C. E., & Frederick, L. D. (2003). The effects of repeated readings on student performance in the Corrective Reading program. *Journal of Direct Instruction*, 3(1), 17–27. The sample is not appropriate to this review: the parameters for this WWC review specify that students should be in grades K–3 during the time of the intervention; this study does not focus on the targeted grades.
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- Direct Instruction/DISTAR**
- Benner, G. J., Trout, A., Nordness, P. D., Nelson, J. R., Epstein, M. H., Knobel, M., et al. (2002). The effects of the Language for Learning program on the receptive language skills of kindergarten children. *Journal of Direct Instruction*, 2(2), 67–74. Does not use a strong causal design: there is only one intervention and one comparison unit, so the analysis cannot separate the effects of the intervention from other factors.
- Carnine, L., Carnine, D., & Gersten, R. (1984). Analysis of oral reading errors made by economically disadvantaged students taught with a synthetic-phonics approach. *Reading Research Quarterly*, 19(3), 343–356. Does not use a strong causal design: there is only one intervention and one comparison unit, so the analysis cannot separate the effects of the intervention from other factors.
- DeVries, R., Reese-Learned, H., & Morgan, P. (1991). Sociomoral development in Direct Instruction, eclectic, and constructivist kindergartens: A study of children’s emotional interpersonal understanding. *Early Childhood Research Quarterly*, 6, 473–517. Incomparable groups: this study is a quasi-experimental design but does not establish that the comparison group was comparable to the treatment group prior to the start of the intervention.
- Dowdell, T. (1996). *The effectiveness of Direct Instruction on the reading achievement of sixth graders*. Chicago, IL: Chicago Public Schools. (ERIC Document Reproduction Service No. ED396268) The sample is not appropriate to this review: the parameters for this WWC review specify that students should be in grades K–3 during the time of the intervention; this study does not focus on the targeted grades.
- Sexton, C. W. (1989). Effectiveness of the DISTAR Reading I program in developing first graders’ language skills. *Journal of Educational Research*, 82(5), 289–293. Does not use a strong causal design: there is only one intervention and one comparison unit, so the analysis cannot separate the effects of the intervention from other factors.
- Traweck, D., & Berninger, V. W. (1997). Comparisons for beginning literacy programs: Alternative paths to the same learning outcome. *Learning Disabilities Quarterly*, 20(2), 160–168. Does not use a strong causal design: this study is a quasi-experimental design but does not use achievement pretests

Appendix A5 References (continued)

to establish that the comparison group is equivalent to the intervention group at baseline.

Direct Instruction/DISTAR and Success for All

Ross, S. M., Nunnery, J. A., Goldfeder, E., McDonald, A., Rachor, R., Hornbeck, M., et al (2004). Using school reform models to improve reading achievement: A longitudinal study of Direct Instruction and Success for All in an urban district. *Journal of Education for Students Placed at Risk*, 9(4), 357–388.

Incomparable groups: this study is a quasi-experimental design but does not establish that the comparison group was comparable to the treatment group prior to the start of the intervention.

Additional source:

Ross, S. M., Fleischman, S. W., & Hornbeck, M. (2003). *Progress and options regarding the implementation of Direct Instruction and Success for All in Toledo public schools*. Memphis, TN: University of Memphis, Center for Research in Educational Policy. Incomparable groups: this study is a quasi-experimental design but does not establish that the comparison group was comparable to the treatment group prior to the start of the intervention.

Direct Instruction/Horizons

Tobin, K. G. (2004). The effects of beginning reading instruction in the Horizons Reading Program on the reading skills of third and fourth graders. *Journal of Direct Instruction*, 4(2), 129–137.

Incomparable groups: this study is a quasi-experimental design but does not establish that the comparison group was comparable to the treatment group prior to the start of the intervention.

Additional source:

Tobin, K. G. (2003). The effects of the Horizons Reading Program and prior phonological awareness training on the reading skills of first graders. *Journal of Direct Instruction*, 3(1), 1–16. Incomparable groups: this study is a quasi-experimental design but does not establish that the

comparison group was comparable to the treatment group prior to the start of the intervention.

Direct Instruction/Reading Mastery

Ashworth, D. R. (1999). Effects of Direct Instruction and basal reading instruction programs on the reading achievement of second graders. *Reading Improvement*, 35(4), 150–156. Does not use a strong causal design: there is only one intervention and one comparison unit, so the analysis cannot separate the effects of the intervention from other factors.

Association for Supervision and Curriculum Development and the Council of Chief State School Officers. (2003). City Springs Elementary School, Baltimore, MD. In *Results with reading mastery*. (pp. 14–15). New York: McGraw-Hill. The sample is not appropriate to this review: the parameters for this WWC review specified that students should be in grades K–3; this study does not disaggregate students in the eligible range from those outside the range.

Association for Supervision and Curriculum Development and the Council of Chief State School Officers. (2003). Eshelman Avenue Elementary, Lomita, CA. In *Results with reading mastery*. (pp. 16–17). New York: McGraw-Hill. The sample is not appropriate to this review: the parameters for this WWC review specified that students should be in grades K–3; this study does not disaggregate students in the eligible range from those outside the range.

Association for Supervision and Curriculum Development and the Council of Chief State School Officers. (2003). Fort Worth Independent School District, Fort Worth, TX. In *Results with Reading Mastery*. (pp. 4–5). New York: McGraw-Hill. The sample is not appropriate to this review: the parameters for this WWC review specified that students should be in grades K–3; this study does not disaggregate students in the eligible range from those outside the range.

Association for Supervision and Curriculum Development and the Council of Chief State School Officers. (2003). Lebanon School District, Lebanon, PA. In *Results with Reading*

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- Mastery*. (pp. 8–9). New York: McGraw-Hill. The sample is not appropriate to this review: the parameters for this WWC review specify that students should be in grades K–3 during the time of the intervention; this study does not focus on the targeted grades.
- Association for Supervision and Curriculum Development and the Council of Chief State School Officers. (2003). Park Forest-Chicago Heights School District 163, Chicago, IL. In *Results with Reading Mastery*. (pp. 10–11). New York: McGraw-Hill. The sample is not appropriate to this review: the parameters for this WWC review specified that students should be in grades K–3; this study does not disaggregate students in the eligible range from those outside the range.
- Association for Supervision and Curriculum Development and the Council of Chief State School Officers. (2003). Portland Elementary School, Portland, AR. In *Results with reading mastery*. (pp. 2–3). New York: McGraw-Hill. The sample is not appropriate to this review: the parameters for this WWC review specified that students should be in grades K–3; this study does not disaggregate students in the eligible range from those outside the range.
- Association for Supervision and Curriculum Development and the Council of Chief State School Officers. (2003). Roland Park Elementary/Middle School, Baltimore, MD. In *Results with Reading Mastery*. (pp. 12–13). New York: McGraw-Hill. The sample is not appropriate to this review: the parameters for this WWC review specified that students should be in grades K–3; this study does not disaggregate students in the eligible range from those outside the range.
- Association for Supervision and Curriculum Development and the Council of Chief State School Officers. (2003). Wilson Primary School, Phoenix, AZ. In *Results with Reading Mastery*. (pp. 6–7). New York: McGraw-Hill. The sample is not appropriate to this review: the parameters for this WWC review specified that students should be in grades K–3; this study does not disaggregate students in the eligible range from those outside the range.
- Brent, G., Diobilda, N., & Gavin, F. (1986). Camden Direct Instruction project 1984–1985. *Urban Education*, 21(2), 138–148. Incomparable groups: this study is a quasi-experimental design but does not establish that the comparison group was comparable to the treatment group prior to the start of the intervention.
- Gunn, B., Smolkowski, K., Biglan, A., & Black, C. (2002). Supplemental instruction in decoding skills for Hispanic and non-Hispanic students in early elementary school: A follow-up. *Journal of Special Education*, 36(2), 69–79. Does not use a causal design: this study, which uses a randomized controlled trial design, combined two interventions and therefore the effects of Corrective Reading could not be isolated.
- Joseph, B. L. (2000). Teacher expectations of low-SES preschool and elementary children: Implications of a research-validated instructional intervention for curriculum policy and school reform. *Dissertation Abstracts International*, 65(01), 35A. (UMI No. 3120273) Does not use a strong causal design: this study does not use a comparison group.
- League, M. B. (2001). The effects of the intensity of phonological awareness instruction on the acquisition of literacy skills. *Dissertation Abstracts International*, 62(10), 3299A. (UMI No. 3027542) Incomparable groups: this study is a quasi-experimental design but does not establish that the comparison group was comparable to the treatment group prior to the start of the intervention.
- Ryder, R. J., Sekulski, J. L., & Silberg, A. (2003). *Results of Direct Instruction reading program evaluation longitudinal results: First through third grade 2000–2003*. Retrieved from University of Wisconsin–Milwaukee Web site: http://www.uwm.edu/News/PR/04.01/DI_Final_Report_2003.pdf Incomparable groups: this study is a quasi-experimental design but does not establish that the comparison group was comparable to the treatment group prior to the start of the intervention.
- Thomson, B. (1991). Pilot study of the effectiveness of a Direct Instruction model (reading mastery fast cycle) as a supplement to a literature based delivery model (Houghton-Mifflin

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Integrated Reading Program) in two regular first grade classrooms. *Florida Educational Research Council Research Bulletin*, 23(2), 3–23. Incomparable groups: this study is a quasi-experimental design but does not establish that the comparison group was comparable to the treatment group prior to the start of the intervention.

Umbach, B., Darch, C., & Halpin, G. (1989). Teaching reading to low performing first graders in rural schools: A comparison of two instructional approaches. *Journal of Instructional Psychology*, 16(3), 112–121. Disruption: this study, which uses a quasi-experimental design, exhibited disruption problems that made it difficult to attribute study outcomes to the intervention, as delivered.

Direct Instruction/Reading Mastery, Direct Instruction, and direct instruction

Mac Iver, M. A., & Kemper, E. (2002). The impact of Direct Instruction on elementary students' reading achievement in an urban school district. *Journal of Education for Students Placed at Risk*, 7(2), 197–220. Disruption: this study, which uses a quasi-experimental design, exhibited disruption problems that made it difficult to attribute study outcomes to the intervention, as delivered.

Direct Instruction/Reading Mastery and Direct Instruction/Teach Your Child to Read in 100 Easy Lessons

Jones, C. D. (2002). Effects of direct instruction programs on the phonemic awareness abilities of kindergarten students. *Dissertation Abstracts International*, 63(03), 902A. (UMI No. 3044898) Confound: the intervention condition was largely assisted by an aide, while the control condition was not. Therefore, the study could not separate the effects of the intervention from the effect of aides.

Direct Instruction/Reading Mastery (RITE)

Carlson, C. D., & Francis, D. J. (2002). Increasing the reading achievement of at-risk children through direct instruction:

Evaluation of the Rodeo Institute for Teacher Excellence (RITE). *Journal of Direct Instruction*, 3(1), 29–50. Does not use a strong causal design: for the portion of the sample of interest for this WWC review, there was a confound, with the Direct Instruction intervention being modified or combined with other interventions, making it difficult to attribute study outcomes to the intervention.

Direct Instruction/Spelling Mastery

Lum, T., & Morton, L. L. (1984). Direct Instruction in spelling increases gain in spelling and reading skills. *Special Education in Canada*, 58(2), 41–45. The outcome measures are not relevant to this review: the parameters for this WWC review specify student outcome measures but this study does not focus on students.

Direct Instruction/SRA

Sterbinsky, A., Ross, S. M., & Redfield, D. (2002). *The effects of implementing comprehensive school reform models in 12 elementary schools: Year 3 study results*. Charleston, SC: Appalachia Educational Laboratory. The sample is not appropriate to this review: the parameters for this WWC review specified that students should be in grades K–3; this study does not disaggregate students in the eligible range from those outside the range.

Additional source:

Sterbinsky, A., Ross, S., & Redfield, D. (2003, April). *Comprehensive school reform: A multi-site replicated experiment*. Paper presented at the meeting of the American Educational Research Association, Chicago, IL. The sample is not appropriate to this review: The parameters for this WWC review specified that students should be in grades K–3; this study does not disaggregate students in the eligible range from those outside the range.

Direct Instruction/Teach Your Child to Read in 100 Easy Lessons

Koehler, K. M. (1996). The effects of phonological awareness and letter naming fluency on reading acquisition for first-graders

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experiencing difficulty learning to read. *Dissertation Abstracts International*, 57(07), 2944A. (UMI No. 9638095) Does not use a strong causal design: in this study, the comparison group schools also used the intervention, which does not provide a direct test of the intervention.

Discovery Health Connection

Boster, F. J. (2004). *A report on the effect of the Discovery Health Connection Application on student reading comprehension: 2005 Virginia evaluation*. East Lansing, MI: Cometrika, Inc. The sample is not appropriate to this review: the parameters for this WWC review specify that students should be in grades K–3 during the time of the intervention; this study does not focus on the targeted grades.

Early Intervention in Reading®

Chard, D. J. (1997). *Final evaluation report AY 1996–97: Early Reading Intervention Project, Springfield Public Schools, Springfield, Massachusetts*. Retrieved from Houghton Mifflin Company, Education Place Web site: <http://www.eduplace.com/intervention/readintervention/pdfs/springfield.pdf> Confound: this study included EIR but combined it with another intervention so the analysis could not separate the effects of the intervention from other factors.

Taylor, B. M., Critchley, C., Paulsen, K., MacDonald, K., & Miron, H. (2002). *Learning to teach an early reading intervention program through Internet-supported professional development*. Retrieved from Early Intervention in Reading Program Web site: http://www.earlyinterventioninreading.com/pdfs/taylor_research2.pdf Confound: the intervention condition was largely assisted by an aide, while the control condition was not. Therefore, the study could not separate the effects of the intervention from the effect of aides.

Taylor, B. M., Hanson, B. E., Justice-Swanson, K., & Watts, S. (1997). Helping struggling readers: Linking small-group intervention with cross-age tutoring. *The Reading Teacher*, 51(3), 196–208. Does not use a strong causal design: there is only

one intervention and one comparison unit, so the analysis cannot separate the effects of the intervention from other factors.

Additional source:

Taylor, B. M., Watts, S. M., & Hanson, B. E. (1997). Teachers working together to help struggling readers: Linking second grade reading intervention with fourth grade tutoring in urban elementary school. (Available from Barbara Taylor, Ed.D., University of Minnesota, 1517 Goodrich Avenue, St. Paul, MN 55105)

Wing, M. A. (1994). The effects of a supplemental literacy program on students in a developmental first-grade classroom using cross-age tutors. *Dissertation Abstracts International*, 56(01), 151A. (UMI No. 9514687) Does not use a strong causal design: for the sample of interest to this WWC review, there was only one intervention, so the analysis could not separate the effects of the intervention from other factors.

Earobics®

Cognitive Concepts, Inc. (2000). *Earobics Early Literacy Instruction: Chicago Public Schools pilot research report*. Retrieved from <http://www.cogcon.com/research/proven/cpsoutcomes.pdf> Does not use a strong causal design: this study does not use a comparison group.

Cognitive Concepts, Inc. (2002). *Outcomes report: Anne Arundel County Public Schools, Maryland*. Retrieved from <http://www.cogcon.com/research/proven/Aa-OC.pdf> Does not use a strong causal design: this study does not use a comparison group.

Cognitive Concepts, Inc. (2002). *Outcomes report: Brevard County Public Schools, Florida*. Retrieved from <http://www.cogcon.com/research/proven/Brevard.pdf> Does not use a strong causal design: this study does not use a comparison group.

Cognitive Concepts, Inc. (2002). *Outcomes report: Cincinnati Children's Hospital Medical Center, Ohio*. Retrieved from <http://www.cogcon.com/research/proven/CCH-OC.pdf> Does

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- not use a strong causal design: this study does not use a comparison group.
- Cognitive Concepts, Inc. (2002). *Outcomes report: Culver City Unified School District, California*. Retrieved from <http://www.cogcon.com/research/proven/culveroutcomes.pdf> Does not use a strong causal design: this study does not use a comparison group.
- Cognitive Concepts, Inc. (2001). *Outcomes report: Daviess County Public Schools, Kentucky*. Retrieved from <http://www.cogcon.com/research/proven/DaviessCounty.pdf> Does not use a strong causal design: this study does not use a comparison group.
- Cognitive Concepts, Inc. (2002). *Outcomes report: District of Columbia Public Schools, Washington, DC*. Retrieved from <http://www.cogcon.com/research/proven/DCPS-OC.pdf> Does not use a strong causal design: this study does not use a comparison group.
- Cognitive Concepts, Inc. (2001). *Outcomes report: Newport News Public Schools, Virginia*. Retrieved from <http://www.cogcon.com/research/proven/newportoutcomes.pdf> Does not use a strong causal design: this study does not use a comparison group.
- Cognitive Concepts, Inc. (2002). *Outcomes report: Northwestern University, Illinois*. Retrieved from <http://www.cogcon.com/research/proven/NorthwesternU.pdf> The sample is not appropriate to this review: the parameters for this WWC review specify that students should be in grades K–3 during the time of the intervention; this study does not focus on the targeted grades.
- Cognitive Concepts, Inc. (2001). *Outcomes report: PALS assessment, Virginia*. Retrieved from <http://www.cogcon.com/research/proven/newportPALSoucomes.pdf> Does not use a strong causal design: this study does not use a comparison group.
- Cognitive Concepts, Inc. (2002). *Outcomes report: Polk County School District, Florida*. Retrieved from <http://www.cogcon.com/research/proven/polkoutcomes.pdf> Does not use a strong causal design: this study does not use a comparison group.
- Cognitive Concepts, Inc. (2001). *Outcomes report: Spring Branch Independent School District, Texas*. Retrieved from <http://www.cogcon.com/research/proven/ShadowOutcomes.pdf> Does not use a strong causal design: this study does not use a comparison group.
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- Pettis, A. M. (2000). *A study on phonological awareness: The comparison of two computer-based programs used as intervention for students with disabilities*. Unpublished master's thesis, Grand Valley State University, Allendale, MI. The study, which uses a randomized controlled trial design, reported an extreme overall attrition rate.
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- Pokorni, J. L., Worthington, C. K., & Jamison, P. J. (2004). Phonological awareness intervention: Comparison of Fast ForWord, Earobics, and LiPS. *The Journal of Educational Research*, 97(3), 147–157. The sample is not appropriate to this review: this study does not disaggregate data for students in other grades from students in grades K–3, the focus of this WWC review.

Edison Schools

- Miron, G., & Applegate, B. (2000). *An evaluation of student achievement in Edison Schools opened in 1995 and 1996*. Kalamazoo, MI: The Evaluation Center, Western Michigan University. Does not use a strong causal design: this study is

Appendix A5 References (continued)

a quasi-experimental design but does not use achievement pretests to establish that the comparison group is equivalent to the intervention group at baseline.

Exemplary Center for Reading Instruction (ECRI)

Education Commission of the States. (1999). Exemplary Center for Reading Instruction (ECRI). Denver, CO: Author. (ERIC Document Reproduction Service No. ED447425) The sample is not appropriate to this review: the parameters for this WWC review specified that students should be in grades K–3; this study does not disaggregate students in the eligible range from those outside the range.

Reid, E. R. (n. d.). *Evaluation of ECRI's effectiveness*. Salt Lake City, UT: Exemplary Center for Reading Instruction. The sample is not appropriate to this review: the parameters for this WWC review specified that students should be in grades K–3; this study does not disaggregate students in the eligible range from those outside the range.

Reif, E. R. (1996). *Exemplary Center for Reading Instruction (ECRI) validation study*. Salt Lake City, UT: Exemplary Center for Reading. (ERIC Document Reproduction Service No. ED414560) Does not use a strong causal design: there is only one intervention and one comparison unit, so the analysis cannot separate the effects of the intervention from other factors.

Failure Free Reading

Algozzine, B., & Lockavitch, J. F. (1998). Effects of the Failure Free Reading program on students at-risk for reading failure. *Special Services in the Schools*, 13(1/2), 95–103. Does not use a strong causal design: this study does not use a comparison group.

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Educational Enhancement Services. (2000). Greensboro Elementary School comprehensive school reform evaluation report. Retrieved August 26, 2006, from http://www.failurefree.com/downloads/Greensboro_CSRD_Report.PDF Does not use a strong causal design: this study does not use a comparison group.

Additional sources:

Failure Free Reading. (n.d.). *Research summary intensive intervention for upper elementary students*. Retrieved from http://www.failurefree.com/downloads/FFR_Upper_Elementary_Intervention.pdf **(Study: Florida Comprehensive School Reform Demonstration (CSRSD) Sites)** The sample is not appropriate to this review: The parameters for this WWC review specify that students should be in grades K–3 during the time of the intervention; this study does not focus on the targeted grades.

Failure Free Reading. (2003). *Failure Free Reading's continuum of effectiveness: Research summary*. (Available from Failure Free Reading, 140 Cabarrus Ave., W., Concord, NC 28025). **(Study: Greensboro Elementary, Gadsden County, FL)** Does not use a strong causal design: this study does not use a comparison group.

England, G., Collins, S., & Algozzine, B. (n.d.). Effects of Failure Free Reading on culturally and linguistically diverse students with learning disabilities. *Multiple Voices*, 5(1), 28–37. Does

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- Failure Free Reading (n.d.). *Chicago Public Schools SES tutoring evaluation*. (Available from Failure Free Reading, 140 Cabarrus Ave., W., Concord, NC 28025). Does not use a strong causal design: this study does not use a comparison group.
- Failure Free Reading. (n.d.). *Dramatic intensive intervention results in Chicago*. Retrieved from http://www.failurefree.com/downloads/Dulles_Elem_Chicago.pdf Does not use a strong causal design: this study does not use a comparison group.
- Failure Free Reading. (n.d.). *Failure Free Reading research findings: OhioReads 2000–01 school year results*. Retrieved August 26, 2006, from http://www.failurefree.com/downloads/FFR_OHReads_Set_1.PDF **(Study: Hamden Elementary)** The sample is not appropriate to this review: the parameters for this WWC review specified that students should be in grades K–3; this study does not disaggregate students in the eligible range from those outside the range.
- Failure Free Reading. (n.d.). *Failure Free Reading research findings: OhioReads 2000–01 school year results*. Retrieved August 26, 2006, from http://www.failurefree.com/downloads/FFR_OHReads_Set_1.PDF **(Study: Secrest Elementary)** The sample is not appropriate to this review: the parameters for this WWC review specify that students should be in grades K–3 during the time of the intervention; this study does not focus on the targeted grades.
- Failure Free Reading. (n.d.). *Failure Free Reading research findings: OhioReads 2000–01 school year results*. Retrieved August 26, 2006, from http://www.failurefree.com/downloads/FFR_OHReads_Set_1.PDF **(Study: Shumaker Elementary)** The sample is not appropriate to this review: the parameters for this WWC review specified that students should be in grades K–3; this study does not disaggregate students in the eligible range from those outside the range.
- Failure Free Reading (n.d.). *Independent research study Failure Free Reading research case study*. (Available from Failure Free Reading, 140 Cabarrus Ave., W., Concord, NC 28025). Does not use a strong causal design: this study does not use a comparison group.
- Failure Free Reading. (n.d.). *Program effectiveness has been shown through an experimental design that includes experimental and control groups created through random assignment or carefully matched comparison groups*. Retrieved from http://www.failurefree.com/downloads/FFR_vs_Control.pdf **(Study: Cowee Elementary, Macon County, NC)** The sample is not appropriate to this review: the parameters for this WWC review specify that students should be in grades K–3 during the time of the intervention; this study does not focus on the targeted grades.
- Failure Free Reading. (n.d.). *Program effectiveness has been shown through an experimental design that includes experimental and control groups created through random assignment or carefully matched comparison groups*. Retrieved from http://www.failurefree.com/downloads/FFR_vs_Control.pdf **(Study: Southwest Elementary)** Complete data are not reported: the WWC could not evaluate the design because complete data were not reported.
- Failure Free Reading. (n.d.). *Research findings concerning the impact of the Failure Free Reading program on at-risk and special education lowest literacy students*. (Available from Failure Free Reading, 140 Cabarrus Ave., W., Concord, NC 28025). **(Study: Accelerated growth curve)** Does not use a strong causal design: this study does not use a comparison group.
- Failure Free Reading. (n.d.). *Research findings concerning the impact of the Failure Free Reading Program on at-risk and special education lowest literacy students*. (Available from Failure Free Reading, 140 Cabarrus Ave., W., Concord, NC 28025). **(Study: Learning curve of at-risk and special education students)** Does not use a strong causal design: this study does not use a comparison group.
- Failure Free Reading. (n.d.). *Research findings concerning the impact of the Failure Free Reading program on at-risk and special education lowest literacy students*. (Available from Failure Free Reading, 140 Cabarrus Ave., W., Concord, NC 28025).

Appendix A5 References (continued)

- 28025). **(Study: Sustaining growth)** Does not use a strong causal design: this study does not use a comparison group.
- Failure Free Reading. (n.d.). *Research findings concerning the impact of the Failure Free Reading program on at-risk and special education lowest literacy students.* (Available from Failure Free Reading, 140 Cabarrus Ave., W., Concord, NC 28025). **(Study: Transfer to standardized measuring instruments)** Does not use a strong causal design: this study does not use a comparison group.
- Failure Free Reading. (n.d.). *Research summary intensive intervention for upper elementary students.* Retrieved from http://www.failurefree.com/downloads/FFR_Upper_Elem_Intervention.pdf **(Study: Klein ISD)** Does not use a strong causal design: this study does not use a comparison group.
- Additional source:**
- Failure Free Reading. (2005). *Failure Free Reading's continuum of effectiveness: Research summary.* (Available from Failure Free Reading, 140 Cabarrus Ave., W., Concord, NC 28025). **(Study: Kline ISD)** Complete data are not reported: the WWC could not evaluate the design because complete data were not reported.
- Failure Free Reading. (n.d.). *Research summary intensive intervention for upper elementary students.* Retrieved from http://www.failurefree.com/downloads/FFR_Upper_Elem_Intervention.pdf **(Study: Russellville, AL – Fall 2002)** The sample is not appropriate to this review: the parameters for this WWC review specify that students should be in grades K–3 during the time of the intervention; this study does not focus on the targeted grades.
- Failure Free Reading. (n.d.). *Research summary intensive intervention for upper elementary students.* Retrieved from http://www.failurefree.com/downloads/FFR_Upper_Elem_Intervention.pdf **(Study: Washington, DC – Spring 2002)** The sample is not appropriate to this review: the parameters for this WWC review specified that students should be in grades K–3; this study does not disaggregate students in the eligible range from those outside the range.

Additional source:

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- Failure Free Reading. (1999). *Failure Free Reading's Impact on North Carolina's end of grade assessment.* (Available from Failure Free Reading, 140 Cabarrus Ave., W., Concord, NC 28025) **(Study: Cabarrus County – Coltrane-Webb Elementary, NC)** Does not use a strong causal design: this study does not use a comparison group.
- Failure Free Reading. (1999). *Failure Free Reading's Impact on North Carolina's end of grade assessment.* (Available from Failure Free Reading, 140 Cabarrus Ave., W., Concord, NC 28025) **(Study: Catawba County)** Does not use a strong causal design: this study does not use a comparison group.
- Failure Free Reading. (1999). *Failure Free Reading's Impact on North Carolina's end of grade assessment.* (Available from Failure Free Reading, 140 Cabarrus Ave., W., Concord, NC 28025) **(Study: Johnson County – Benson Elementary, NC)** Does not use a strong causal design: this study does not use a comparison group.
- Additional source:**
- Failure Free Reading. (1999). *Benson Elementary's 3rd and 4th graders experience 2 straight years of dramatic reading growth.* (Available from Failure Free Reading, 140 Cabarrus Ave., W., Concord, NC 28025) Does not use a strong causal design: this study does not use a comparison group.
- Failure Free Reading. (1999). *Failure Free Reading's Impact on North Carolina's end of grade assessment.* (Available from Failure Free Reading, 140 Cabarrus Ave., W., Concord, NC 28025) **(Study: Lincoln County)** Does not use a strong causal design: this study does not use a comparison group.
- Failure Free Reading. (1999). *Failure Free Reading's Impact on North Carolina's end of grade assessment.* (Available

Appendix A5 References (continued)

from Failure Free Reading, 140 Cabarrus Ave., W., Concord, NC 28025) (**Study: Rutherford County – Rutherfordton Elementary, NC**) Does not use a strong causal design: this study does not use a comparison group.

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Additional source:

Failure Free Reading (n.d.) *Case study: Fairland East Elementary's after-school solution*. (Available from Failure Free Reading, 140 Cabarrus Ave., W., Concord, NC 28025). The sample is not appropriate to this review: The parameters for this WWC review specify that students should be in grades K–3 during the time of the intervention; this study does not focus on the targeted grades.

Failure Free Reading. (2003). *Failure Free Reading's continuum of effectiveness: Research summary*. (Available from Failure Free

Reading, 140 Cabarrus Ave., W., Concord, NC 28025). (**Study: Fairland East Elementary, Proctorville, OH**) The sample is not appropriate to this review: the parameters for this WWC review specify that students should be in grades K–3 during the time of the intervention; this study does not focus on the targeted grades.

Failure Free Reading. (2003). *Case study: Washington, DC summer reading blitz for special education*. (Available from Failure Free Reading, 140 Cabarrus Ave., W., Concord, NC 28025) Does not use a strong causal design: this study does not use a comparison group.

Failure Free Reading. (2003). *Coronado High School Students, El Paso, TX: Stanford Achievement Test growth results*. (Available from Failure Free Reading, 140 Cabarrus Ave., W., Concord, NC 28025) Does not use a strong causal design: this study does not use a comparison group.

Failure Free Reading. (2003). *Failure Free Reading research findings: OhioReads 2000–01 school year results*. (Available from Failure Free Reading, 140 Cabarrus Ave., W., Concord, NC 28025). (**Study: Chester Elementary**) Does not use a strong causal design: this study does not use a comparison group.

Failure Free Reading. (2003). *Failure Free Reading research findings: OhioReads 2000–01 school year results*. (Available from Failure Free Reading, 140 Cabarrus Ave., W., Concord, NC 28025). (**Study: Fullerton Elementary**) Does not use a strong causal design: this study does not use a comparison group.

Failure Free Reading. (2003). *Failure Free Reading research findings: OhioReads 2000–01 school year results*. (Available from Failure Free Reading, 140 Cabarrus Ave., W., Concord, NC 28025). (**Study: Lowest literacy students during OhioReads**) Does not use a strong causal design: this study does not use a comparison group.

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- Failure Free Reading. (2003). *Failure Free Reading research findings: OhioReads 2000–01 school year results*. (Available from Failure Free Reading, 140 Cabarrus Ave., W., Concord, NC 28025). **(Study: Lincoln Elementary)** Does not use a strong causal design: this study does not use a comparison group.
- Failure Free Reading. (2003). *Failure Free Reading research findings: OhioReads 2000–01 school year results*. (Available from Failure Free Reading, 140 Cabarrus Ave., W., Concord, NC 28025). **(Study: Lyme Elementary)** Does not use a strong causal design: this study does not use a comparison group.
- Failure Free Reading. (2003). *Failure Free Reading research findings: OhioReads 2000–01 school year results*. Retrieved August 26, 2006, from http://www.failurefree.com/downloads/FFR_OHReads_Set_1.PDF **(Study: Midway Elementary)** The sample is not appropriate to this review: the parameters for this WWC review specified that students should be in grades K–3; this study does not disaggregate students in the eligible range from those outside the range.
- Failure Free Reading. (2003). *Failure Free Reading research findings: OhioReads 2000–01 school year results*. Retrieved August 26, 2006, from http://www.failurefree.com/downloads/FFR_OHReads_Set_1.PDF **(Study: Miles Standish Elementary)** The sample is not appropriate to this review: the parameters for this WWC review specified that students should be in grades K–3; this study does not disaggregate students in the eligible range from those outside the range.
- Failure Free Reading. (2003). *Failure Free Reading research findings: OhioReads 2000–01 school year results*. (Available from Failure Free Reading, 140 Cabarrus Ave., W., Concord, NC 28025). **(Study: Mount Washington Elementary)** Does not use a strong causal design: this study does not use a comparison group.
- Failure Free Reading. (2003). *Failure Free Reading research findings: OhioReads 2000–01 school year results*. (Available from Failure Free Reading, 140 Cabarrus Ave., W., Concord, NC 28025). **(Study: North Elementary, Urbana City Schools)** Does not use a strong causal design: this study does not use a comparison group.
- Failure Free Reading. (2003). *Failure Free Reading research findings: OhioReads 2000–01 school year results*. (Available from Failure Free Reading, 140 Cabarrus Ave., W., Concord, NC 28025). **(Study: Perry Elementary)** Does not use a strong causal design: this study does not use a comparison group.
- Failure Free Reading. (2003). *Failure Free Reading research findings: OhioReads 2000–01 school year results*. (Available from Failure Free Reading, 140 Cabarrus Ave., W., Concord, NC 28025). **(Study: SC Dennis Elementary)** Does not use a strong causal design: this study does not use a comparison group.
- Failure Free Reading. (2003). *Washington DC—Reed elementary 2002/03 results*. Retrieved from http://www.failurefree.com/downloads/FFR_Reed_Elem_2003.pdf Does not use a strong causal design: this study does not use a comparison group.
- Failure Free Reading. (2003). *Failure Free Reading research findings: OhioReads 2000–01 school year results*. (Available from Failure Free Reading, 140 Cabarrus Ave., W., Concord, NC 28025). **(Study: Williamson Elementary)** Does not use a strong causal design: this study does not use a comparison group.
- Failure Free Reading. (2003). *Failure Free Reading’s continuum of effectiveness: Research summary*. (Available from Failure Free Reading, 140 Cabarrus Ave., W., Concord, NC 28025). **(Study: Dickerson Elementary)** Does not use a strong causal design: this study does not use a comparison group.
- Failure Free Reading. (2003). *Failure Free Reading’s continuum of effectiveness: Research summary*. (Available from Failure Free Reading, 140 Cabarrus Ave., W., Concord, NC 28025). **(Study: West Clay Elementary, Clay County, MS)** Does not use a strong causal design: this study does not use a comparison group.

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- Failure Free Reading. (2003). *Failure Free Reading research findings: Intervention for Beginning Reading*. (Available from Failure Free Reading, 140 Cabarrus Ave., W., Concord, NC 28025). **(Study: Greenwood, MS: Longitudinal study of at-risk 1st graders)** Does not use a strong causal design: this study does not use a comparison group.
- Failure Free Reading. (2003). *Failure Free Reading research findings: Intervention for Beginning Reading*. (Available from Failure Free Reading, 140 Cabarrus Ave., W., Concord, NC 28025). **(Study: Rowan County, NC: Reading readiness study of at-risk 1st graders)** Does not use a strong causal design: this study does not use a comparison group.
- Failure Free Reading. (2004). *Anne Arundel County, MD*. Retrieved from http://www.failurefree.com/downloads/Anne_Arundel_Summary.pdf Does not use a strong causal design: this study does not use a comparison group.
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- Lockavitch, J. F., & Algozzine, B. (1998). Effects of intensive intervention on students at-risk for reading failure. *The Florida Reading Quarterly*, 35(2), 27–31. The sample is not appropriate to this review: the parameters for this WWC review specified that students should be in grades K–3; this study does not disaggregate students in the eligible range from those outside the range.
- Lockavitch, J. F., Morgan, L., & Algozzine, B. (1999). Accelerating the growth curve: Improving opportunities for children at risk for reading failure. *Proven Practice*, 1(2), 60–67. Does not use a strong causal design: this study does not use a comparison group.
- McElveen, L. K. (2000, June). *Case study: Helen Edwards, Elementary, New Orleans, Louisiana*. (Available from the Failure Free Reading, 140 W. Cabarrus Ave., Concord, NC 28025)
- Does not use a strong causal design: this study does not use a comparison group.
- Additional source:**
- Failure Free Reading (n.d.). *Case study: Helen Edwards Elementary New Orleans, Louisiana*. (Available from the Failure Free Reading, 140 W. Cabarrus Ave., Concord, NC 28025) Does not use a strong causal design: this study does not use a comparison group.
- McElveen, L. K. (2000). *Helen S. Edwards elementary school: Comprehensive School Reform Demonstration Program (CSRD): Evaluation report for year one of the Failure Free Reading Program*. (Available from the Failure Free Reading, 140 W. Cabarrus Ave., Concord, NC 28025) Does not use a strong causal design: this study does not use a comparison group.
- Northwest Regional Educational Laboratory. (2003). *Brightmoor America reads challenge: Detroit, Michigan*. (Available from Failure Free Reading, 140 Cabarrus Ave., W., Concord, NC 28025) Does not use a strong causal design: this study does not use a comparison group.
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- Schroeder, C., & Henry, S. (2003). *The Copperas Cove I.S.D. Failure Free Reading research project*. (Available from Failure Free Reading, 140 Cabarrus Ave., W., Concord, NC 28025) Does not use a strong causal design: this study does not use a comparison group.
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Fast ForWord®

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Breier, J. I., Gray, L., Fletcher, J. M., Diehl, R. L., Klaas, P., Foorman, B. R., et al. (2001). Perception of voice and tone onset time continua in children with dyslexia with and without attention deficit/hyperactivity disorder. *Journal of Experimental Child Psychology*, 80(3), 245–270. The sample is not appropriate to this review: this study does not disaggregate data for students in other grades from students in grades K–3, the focus of this WWC review.

Friel-Patti, S., DesBarres, K., & Thibodeau, L. (2001). Case studies of children using Fast ForWord®. *American Journal of Speech-Language Pathology*, 10(3), 203–215. Does not use a strong causal design: this study does not use a comparison group.

Gillam, R. B., Crofford, J. A., Gale, M. A., & Hoffman, L. M. (2001). Language change following computer-assisted language instruction with Fast ForWord® or Laureate Learning Systems Software. *American Journal of Speech-Language Pathology*, 10(3), 231–247. The sample is not appropriate to

this review: this study does not disaggregate data for students in other grades from students in grades K–3, the focus of this WWC review.

Habib, M., Espesser, R., Rey, V., Giraud, K., Brunas, P., & Gres, C. (1999). Training dyslexics with acoustically modified speech: Evidence of improved phonological awareness. *Brain & Cognition*, 40, 143–146. The sample is not appropriate to this review: this study does not focus on students learning to read in English, one of the parameters for this WWC review.

Habib, M., Rey, V., Daffaure, V., Camps, R., Espesser, R., Joly-Pottuz, B., et al. (2002). Phonological training in children with dyslexia using temporally modified speech: A three-step pilot investigation. *International Journal of Language and Communication Disorders*, 37(3), 289–308. The sample is not appropriate to this review: this study does not focus on students learning to read in English, one of the parameters for this WWC review.

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Hook, P. E., Macaruso, P., & Jones, S. (2001). Efficacy of Fast ForWord® training on facilitating acquisition of reading skills by children with reading difficulties: A longitudinal study. *Annals of Dyslexia*, 51, 75–96. The sample is not appropriate to this review: this study does not disaggregate data for students in other grades from students in grades K–3, the focus of this WWC review.

Marion, G. G. (2004). An examination of the relationship between students' use of the Fast ForWord® reading program and their performance on standardized assessments in elementary schools. *Dissertation Abstracts International*, 65(01), 106A. (UMI No. 3120324) The sample is not appropriate to this review: the parameters for this WWC review specify that

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- Merzenich, M. M., Jenkins, W. M., Johnston, P., Schreiner, C., Miller, S. L., Tallal, P. (1996). Temporal processing deficits of language-learning impaired children ameliorated by training. *Science*, 271, 77–80. The outcome measures are not relevant to this review: this study does not focus on one of the domains specified for this WWC review.
- Merzenich, M. M., Miller, S. L., Jenkins, W. M., Saunders, G., Protopapas, A., Peterson, B. E., & Tallal, P. (1997). Amelioration of the acoustic reception and speech reception deficits underlying language-based learning impairments. In C. von Euler, I. Lundberg, & R. Llinas (Eds.), *Basic mechanisms in cognition and language*. (pp. 143–172). New York: Elsevier. The outcome measures are not relevant to this review: this study does not focus on one of the domains specified for this WWC review.
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- Trei, L. (2003, February). Remediation training improves reading ability of dyslexic children. *Stanford Report*. Retrieved from <http://news-service.stanford.edu/news/2003/february26/dyslexia-226.html> The sample is not appropriate to this review: the parameters for this WWC review specified that students should be in grades K–3 during the time of the intervention; this study does not focus on the targeted grades.
- Troia, G. A. (2004). Migrant students with limited English proficiency: Can Fast ForWord® Language™ make a difference in their language skills and academic achievement? *Remedial and Special Education*, 25(6), 353–368. The sample is not appropriate to this review: this study does not disaggregate data for students in other grades from students in grades K–3, the focus of this WWC review.
- Troia, G. A., & Whitney, S. D. (2002). A close look at the efficacy of Fast ForWord® Language for children with academic weaknesses. *Contemporary Educational Psychology*, 28(4), 465–494. The sample is not appropriate to this review: this study does not disaggregate data for students in other grades from students in grades K–3, the focus of this WWC review.

Fast Track Action Reading Program

City of Montgomery, Alabama. (n.d.). *Test interpretation*. Author. (Available from Action Reading, Lost Technology, LLP, 7908 Mill Creek Circle, West Chester, OH 45069 – 5805) Does not use a strong causal design: this study does not use a comparison group.

First Steps

St. John, E. P., Manset, G., Chung, C., Simmons, A. B., & Musoba, G. D. (2000). *Research-based reading interventions: The impact of Indiana's Early Literacy Grant Program*. Bloomington: Indiana University, Indiana Education Policy Center, Smith Center for Research in Education. (ERIC Document Reproduction Service No. ED447466) Does not use a strong causal design: this study does not use a comparison group.

Appendix A5 References (continued)

Four Block Framework

- Popplewell, S. R., & Doty, D. E. (2001). Classroom instruction and reading comprehension: A comparison of one basal reader approach and the four-blocks framework. *Reading Psychology, 22*(2), 83–95. There was only one intervention and one comparison unit, so the analysis could not separate the effects of the intervention from other factors.
- Wang, L. W., & Ross, S. M. (2003). *Comparisons between elementary school programs on reading performance: Albuquerque Public Schools*. Memphis, TN: University of Memphis, Center for Research in Educational Policy. Does not use a strong causal design: this study, which used a quasi-experimental design, does not use equating measures to ensure that the comparison group is equivalent to the treatment group.

Frontline Phonics

- Frontline Educational Products. (n.d.). *Frontline Coaching: Case study*. Orem, UT: Author. The sample is not appropriate to this review: the parameters for this WWC review specify that students should be in grades K–3 during the time of the intervention; this study does not focus on the targeted grades.

Funnix

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Goldman-Lynch Sounds-in-Symbols Development Kit

- Richards, M. L. (1995). *Goldman-Lynch in the classroom: Does phonemic awareness improve early reading ability in a whole-language setting*. Unpublished doctoral dissertation, University of Tennessee, Knoxville. Does not use a strong

causal design: there is only one intervention and one comparison unit, so the analysis cannot separate the effects of the intervention from other factors.

Guided Discovery LOGO

- Robinson, M., Gilley, W. F., & Uhlig, G. E. (1988). The effects of Guided Discovery Logo on SAT performance of first grade students. *Education, 109*(2), 226–231. Does not use a strong causal design: this study is a quasi-experimental design but does not use achievement pretests to establish that the comparison group is equivalent to the intervention group at baseline.

Headsprout Early Reading

- Headsprout. (n.d.). *Students using Headsprout Early Reading™ achieve substantial reading gains: Randomized control and multi-year studies show Headsprout Early Reading produces significant reading outcomes for kindergarten and first grade*. Retrieved from <http://static.headsprout.com/pdf/headsprout%20nyc%20substantial%20reading%20gains%20-%20preliminary%20results.pdf> Complete data are not reported: the WWC could not evaluate the design because complete data were not reported. Attempts to contact the authors for more information were unsuccessful.
- Layng, T. V. J., Twyman, J. S., & Stikeleather, G. (2003). Head-sprout Early Reading: Reliably teaching children to read. *Behavioral Technology Today, 3*, 7–20. Does not use a strong causal design: this study does not use a comparison group.
- Layng, T. V. J., Twyman, J. S., & Stikeleather, G. (2004). Engineering discovery learning: The contingency adduction of some precursors of textual responding in a beginning reading program. *Analysis of Verbal Behavior, 20*, 99–109. The sample is not appropriate to this review: the parameters for this WWC review specified that students should be in grades K–3 during the time of the intervention; this study does not focus on the targeted grades.

Appendix A5 References (continued)

Layng, T. V. J., Twyman, J. S., & Stikeleather, G. (2004). Selected for success: How Headsprout Reading Basics teaches beginning reading. In D. J. Moran & R. Malott (Eds.), *Empirically supported educational methods*. St. Louis, MO: Elsevier Science/Academic Press. Does not use a strong causal design: this study does not use a comparison group.

HOTS

Pogrow, S. (1995). *A revalidation of the effectiveness of the HOTS program*. Retrieved from Higher Order Thinking Skills Web site: <http://www.hots.org/docs/NDN.pdf> The sample is not appropriate to this review: the parameters for this WWC review specified that students should be in grades K–3 during the time of the intervention; this study does not focus on the targeted grades.

Huntington Phonics

Tupper, A. T. (2000). A comparison of two systematic decoding programs for developing reading skills in beginning readers. *Dissertation Abstracts International*, 61(11), 4326A. (UMI No. 9995925) Does not use a strong causal design: there was only one intervention and one comparison unit, so the analysis could not separate the effects of the intervention from other factors.

IntelliTools Reading

Erickson, K. A., & Stanger, C. (n. d.). *Balanced literacy instruction and an integrated beginning reading program*. Retrieved from IntelliTools Web site: http://store.cambiumlearning.com/Resources/Research/pdf/itc_Research_BalancedLit_01.pdf Does not use a strong causal design: this study is a quasi-experimental design but does not use achievement pretests to establish that the comparison group is equivalent to the intervention group at baseline.

Invitations to Literacy

EDSTAR, Inc. (n.d.). *Technical report: Houghton Mifflin Invitations to Literacy California reading performance evaluation*. Raleigh,

NC: Author. Does not use a strong causal design: this study is a quasi-experimental design but does not use achievement pretests to establish that the comparison group is equivalent to the intervention group at baseline.

EDSTAR, Inc. (2002). *Analysis of the effects of using Houghton Mifflin Reading Programs on reading test scores in Chicago Public Schools*. Raleigh, NC: Author. The sample is not appropriate to this review: the parameters for this WWC review specify that students should be in grades K–3; this study does not disaggregate students in the eligible range from those outside the range.

EDSTAR, Inc. (2002). *Houghton Mifflin Invitations to Literacy California reading performance evaluation*. Raleigh, NC: Author. Does not use a strong causal design: this study is a quasi-experimental design but does not establish that the comparison group is comparable to the treatment group prior to the start of the intervention.

Jigsaw Classroom

Moskowitz, J. M., Malvin, J. H., Schaeffer, G. A., & Schaps, E. (1983). Evaluation of a cooperative learning technique. *American Educational Research Journal*, 20(4), 687–696. The sample is not appropriate to this review: the parameters for this WWC review specify that students should be in grades K–3 during the time of the intervention; this study does not focus on the targeted grades.

Moskowitz, J. M., Malvin, J. H., Schaeffer, G. A., & Schaps, E. (1985). Evaluation of Jigsaw, a cooperative learning technique. *Contemporary Educational Psychology*, 10(2), 104–112. The sample is not appropriate to this review: The sample is not appropriate to this review: the parameters for this WWC review specify that students should be in grades K–3 during the time of the intervention; this study does not focus on the targeted grades.

Jostens Integrated Language Arts Basic Learning System

Standish, D. G. (1995). The effects on reading comprehension of Jostens' Integrated Language Arts for second-grade

Appendix A5 References (continued)

students along with Jostens' Basic Learning System for second-grade Chapter 1 students. *Dissertation Abstracts International*, 57(03), 1079A. (UMI No. 9623238) Does not use a strong causal design: there is only one intervention and one comparison unit, so the analysis cannot separate the effects of the intervention from other factors.

Kindergarten Works

O'Hearn-Curran, M. C. (1999). What we need to know about linking assessment and phonemic awareness training in the classroom we can learn in kindergarten. *Dissertation Abstracts International*, 60(11), 3904A. (UMI No. 9950194) Confound: this study included Kindergarten Works but combined it with other interventions so the analysis could not separate the effects of the intervention from other factors.

Ladders to Literacy

Notari-Syverson, A., O'Connor, R. E., & Vadasy, P. F. (1996). *Supporting the development of early literacy in preschool children with disabilities*. Seattle: Washington Research Institute. The sample is not appropriate to this review: the parameters for this WWC review specify that students should be in grades K–3 during the time of the intervention; this study does not focus on the targeted grades.

Notari-Syverson, A., O'Connor, R. E. & Vadasy, P. F. (1996). *Facilitating language and literacy development in preschool children: To each according to their needs*. New York, NY: Paper presented at the American Educational Research Association Meeting. (ERIC Document Reproduction Service No. 395692). The sample is not appropriate to this review: the parameters for this WWC review specify that students should be in grades K–3 during the time of the intervention; this study does not focus on the targeted grades.

O'Hearn-Curran, M. C. (1999). What we need to know about linking assessment and phonemic awareness training in the classroom we can learn in kindergarten. *Dissertation Abstracts International*, 60(11), 3904A. (UMI No. 9950194)

Confound: this study included *Ladders to Literacy* but combined it with other interventions so the analysis could not separate the effects of the intervention from other factors.

Letter People

Crosswhite, L., & Sieradzki, C. C. (2003). Efficacy study of the Letter People Programs 2000–2002. (Available from Abrams & Company Publishers, Inc., P.O. Box 10025, Waterbury, CT 06725) Does not use a strong causal design: this study does not use a comparison group.

Letter People. (2005). Letter People study–Hamden, CT. (Available from Abrams & Company Publishers, Inc., P.O. Box 10025, Waterbury, CT 06725). Complete data are not reported: the WWC could not evaluate the design because complete data were not reported. Attempts to contact the authors for more information were unsuccessful.

Letter People. (2005). Letter People study–Kent, WA. (Available from Abrams & Company Publishers, Inc., P.O. Box 10025, Waterbury, CT 06725). Does not use a strong causal design: this study does not use a comparison group.

Letter People. (2005). Letter People study–Rutherford, TN. (Available from Abrams & Company Publishers, Inc., P.O. Box 10025, Waterbury, CT 06725). Does not use a strong causal design: this study does not use a comparison group.

Letter People. (2005). Letter People study–University of Northern Iowa. (Available from Abrams & Company Publishers, Inc., P.O. Box 10025, Waterbury, CT 06725). Complete data are not reported: the WWC cannot evaluate the design because complete data are not reported. Attempts to contact the authors for more information were unsuccessful.

Leap into Phonics

Pettis, A. M. (2000). *A study on phonological awareness: The comparison of two computer-based programs used as intervention for students with disabilities*. Unpublished master's thesis, Grand Valley State University, Allendale, MI. High overall attrition: this study reported severe overall attrition.

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Lexia Learning Systems

Lankutis, T. (2001). Co:Writer. *Technology & Learning*, 21(10), 24.

The sample is not appropriate to this review: the parameters for this WWC review specified student outcome measures but this study does not focus on students.

MacLaughlin, A. I. (2003). *Will a computer based phonics practice program result in higher reading and writing skills for kindergarten children?* Unpublished master's thesis, Salem State College, MA. Does not use a strong causal design: this study does not use a comparison group.

Ruth, R. (1997). *Remedial reading instruction using the Accelerated Learning Program*. Retrieved from http://www.lexialearning.co.nz/library/source/research/robert_ruth_1997.pdf The sample is not appropriate to this review: the parameters for this WWC review specify that students should be in grades K–3 during the time of the intervention; this study does not focus on the targeted grades.

Stevens, D. A. (2000, March). *Leveraging technology to improve test scores: A case study of low-income Hispanic students*. Paper presented at the meeting of the International Conference on Learning with Technology, Cambridge, MA. The sample is not appropriate to this review: the parameters for this WWC review specify that students should be in grades K–3 during the time of the intervention; this study does not focus on the targeted grades.

Literacy Collaborative

Literacy Collaborative Research and Evaluation Center. (2003). *Increasing student achievement in Ohio*. Columbus: Ohio State University, Literacy Collaborative Research and Evaluation Center. Does not use a strong causal design: this study does not use a comparison group.

Literacy Collaborative Research and Evaluation Center. (2003). *Student achievement in Literacy Collaborative schools: Reanalysis of 2002 research report data*. Columbus, OH: Author. Does not use a strong causal design: this study does not use a comparison group.

Manset, G., St John, E. P., & Simmons, A. B. (2000). *Progress in early literacy: Summary evaluation of Indiana's early literacy intervention grant program, 1997–98 through 1999–00 school year*. Bloomington: Indiana Education Policy Center. Does not use a strong causal design: this study does not use a comparison group.

Pinnell, G. S. (1998). *ELLI research report*. Columbus: Ohio State University, The Early Literacy Learning Initiative. Does not use a strong causal design: this study does not use a comparison group.

Scharer, P. L., Williams, E. J., & Pinnell, G. S. (2001). *Literacy Collaborative 2001 research report*. Columbus: Ohio State University, Literacy Collaborative. Does not use a strong causal design: this study does not use a comparison group.

St. John, E. P., Manset, G., Chung, C., Simmons, A. B., & Musoba, G. D. (2000). *Research-based reading interventions: The impact of Indiana's Early Literacy Grant Program*. Bloomington: Indiana University, Indiana Education Policy Center, Smith Center for Research in Education. (ERIC Document Reproduction Service No. ED447466) Does not use a strong causal design: this study does not use a comparison group.

St John, E. P., Manset, G., Chung, C. G., Simmons, A. B., Musoba, G. D., Manoel, K., et al. (2000). *Research-based reading reforms: The impact of state-funded interventions on educational outcomes in urban elementary schools* (Report No. 00-08). Bloomington: Indiana Education Policy Center. Does not use a strong causal design: this study does not use a comparison group.

Williams, E. J., Scharer, P. L., & Pinnell, G. S. (2000). *Literacy Collaborative 2000 research report*. Columbus: Ohio State University, Literacy Collaborative. Does not use a strong causal design: this study does not use a comparison group.

Williams, E. J. (2002). The power of data utilization in bringing about systemic school change: Presidential address. *Mid-Western Educational Researcher*, 15(1), 4–10. Does not use a strong causal design: this study does not use a comparison group.

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Williams, E. J. (2004). *Literacy Collaborative 1999 research report*. Columbus: Ohio State University, Literacy Collaborative. Does not use a strong causal design: this study does not use a comparison group.

Literacy First

Grady, L. (2000). *Reading achievement effects of Literacy First process as measured by Florida Comprehensive Achievement Test (FCAT) Reading 1998, 1999, 2000*. Mill Creek, Washington: Literacy First Comprehensive Reading Reform Process Professional Development Institute, Inc.. The sample is not appropriate to this review: The sample is not appropriate to this review: the parameters for this WWC review specify that students should be in grades K–3 during the time of the intervention; this study does not focus on the targeted grades.

Literacy First Process. (2004). *Middle school – high school: Excellence in reading and student achievement*. Mill Creek, Washington: Professional Development Institute, Inc. The sample is not appropriate to this review: the parameters for this WWC review specify that students should be in grades K–3 during the time of the intervention; this study does not focus on the targeted grades.

Southwest Educational Development Laboratory. (2003). *Oklahoma commission for teacher preparation: Literacy First phase IV school program report on progress*. Austin: TX: Author. Does not use a strong causal design: this study does not use a comparison group.

Little Books

McCormick, C. E., & Mason, J. M. (1989). Fostering reading for Head Start children with Little Books. In J. Allen & J. M. Mason (Eds.), *Risk makers, risk takers, risk breakers: Reducing the risks for young literacy learners* (pp. 154–177). Portsmouth, NH: Heinemann. The sample is not appropriate to this review: the parameters for this WWC review specify that students should be in grades K–3 during the time of the intervention; this study does not focus on the targeted grades.

Additional source:

McCormick, C. E., & Mason, J. M. (1986). Use of Little Books at home: A minimal intervention strategy that fosters early reading (Tech. Rep. No. 338). Champaign: University of Illinois at Urbana-Champaign, Center for the Study of Reading. (ERIC Document Reproduction Service No. ED314742)

My Reading Coach™

Bliss, J., Larrabee, J., & Schnitzler, P. (2002). *The performance of a new computer-based reading tutor*. Retrieved from Mindplay Web site: <http://images.pcmac.org/Uploads/ELSSystems/ELSSystems/Divisions/DocumentsCategories/Documents/Comp-BasedReadingTeacher.pdf> Does not use a strong causal design: this study does not use a comparison group.

Mindplay. (n.d.). *My Reading Coach™ case studies and pilot results*. (Available from Mindplay Educational Software, 440 S. Williams Blvd., Suite #206, Tucson, AZ 85711) Does not use a strong causal design: this study does not use a comparison group.

Mindplay. (n.d.). *My Reading Coach™ Ocotillo Elementary School pilot results*. (Available from Mindplay Educational Software, 440 S. Williams Blvd., Suite #206, Tucson, AZ 85711) Does not use a strong causal design: this study does not use a comparison group.

Mindplay. (n.d.). *Pilot results for My Reading Coach™ Computer Assisted Instruction program*. (Available from Mindplay Educational Software, 440 S. Williams Blvd., Suite #206, Tucson, AZ 85711) Does not use a strong causal design: this study does not use a comparison group.

Mindplay. (n.d.). *Scientifically-based reading research: Mindplay's My Reading Coach™*. (Available from Mindplay Educational Software, 440 S. Williams Blvd., Suite #206, Tucson, AZ 85711) Does not use a strong causal design: this study does not use a comparison group.

Appendix A5 References (continued)

New Century Integrated Instructional System

Manzo, K. K. (2000, March). Dallas reading initiative produces limited results. *Education Week*, 19(25), 11. The sample is not appropriate to this review: the parameters for this WWC review specified student outcome measures but this study does not focus on students.

New Century Education Corporation. (n.d.). *Documented results from client schools*. Piscataway, NJ: Author. Does not use a strong causal design: this study does not use a comparison group.

New Century Education Corporation. (2003). *New Century Integrated Instructional Program*. Piscataway, NJ: Author. The sample is not appropriate to this review: The parameters for this WWC review specified that students should be in grades K–3; this study does not disaggregate students in the eligible range from those outside the range.

New Century Education Corporation. (2003). *Study of efficacy of New Century Education Corporation’s integrated instructional system as a reading intervention among elementary school students*. Draft report for New Century Education Corporation. Does not use a strong causal: there was only one intervention and one comparison unit, so the analysis could not separate the effects of the intervention from other factors.

Additional source:

New Century Education Corporation. (2002). *Study of efficacy of New Century Education Corporation: Integrated instructional system as a reading intervention among elementary school students*. Piscataway, NJ: Author. Does not use a strong causal design: this study, which uses a quasi-experimental design, does not use equating measures to ensure that the comparison group is equivalent to the treatment group.

Weinstock, R. (2004). A Title I tale: High reading/math gains at low cost in Kansas City, Kansas. *Phi Delta Kappan*, 632–634. Does not use a strong causal design: this study does not use a comparison group.

Additional source:

Weinstock, R. (1984). A Title 1 tale: High reading/math gains at low cost to Kansas City, Kansas. *Phi Delta Kappan*, 632. Does not use a strong causal design: this study does not use a comparison group.

Onward to Excellence

Northwest Regional Educational Laboratory. (1989). *Success for all students: How “Onward to Excellence” uses R&D to improve schools*. Portland, OR: Author. (ERIC Document Reproduction Service No. ED314865) Does not use a strong causal design: this study does not use a comparison group.

Open Court

McGraw-Hill Education. (2002). *Results with Open Court Reading*. New York: Author. (ERIC Document Reproduction Service No. ED464189) **(Study: Canopy Oaks Elementary, Tallahassee, FL)** Does not use a strong causal design: this study does not use a comparison group.

McGraw-Hill Education. (2002). *Results with Open Court Reading*. New York: Author. (ERIC Document Reproduction Service No. ED464189) **(Study: Curtis Creek School District, Sonora, CA)** Does not use a strong causal design: this study does not use a comparison group.

McGraw-Hill Education. (2002). *Results with Open Court Reading*. New York: Author. (ERIC Document Reproduction Service No. ED464189) **(Study: Fort Worth Independent School District, Fort Worth, TX)** Does not use a strong causal design: this study does not use a comparison group.

McGraw-Hill Education. (2002). *Results with Open Court Reading*. New York: Author. (ERIC Document Reproduction Service No. ED464189) **(Study: Hartsfield Elementary School, Tallahassee, FL)** Does not use a strong causal design: this study does not use a comparison group.

McGraw-Hill Education. (2002). *Results with Open Court Reading*. New York: Author. (ERIC Document Reproduction Service No. ED464189) **(Study: Kelso Elementary School,**

Appendix A5 References (continued)

Inglewood, CA) Does not use a strong causal design: this study does not use a comparison group.

McGraw-Hill Education. (2002). *Results with Open Court Reading*. New York: Author. (ERIC Document Reproduction Service No. ED464189) **(Study: Lemoore Union Elementary School District, Lemoore, CA)** Does not use a strong causal design: this study does not use a comparison group.

McGraw-Hill Education. (2002). *Results with Open Court Reading*. New York: Author. (ERIC Document Reproduction Service No. ED464189) **(Study: Public School 161, Crown Heights, Brooklyn, NY)** Does not use a strong causal design: this study does not use a comparison group.

McGraw-Hill Education. (2002). *Results with Open Court Reading*. New York: Author. (ERIC Document Reproduction Service No. ED464189) **(Study: Sacramento City Unified School District, Sacramento, CA)** Does not use a strong causal design: this study does not use a comparison group.

Wehby, J. H., Falk, K. B., Barton-Arwood, S., Lane, K. L., & Cooley, C. (2003). The impact of comprehensive reading instruction on the academic and social behavior of students with emotional and behavioral disorders. *Journal of Emotional and Behavioral Disorders*, 11(4), 225. Confound: this study included Open Court but combined it with another intervention so the analysis could not separate the effects of the intervention from other factors.

Pause Prompt & Praise

Goyen, J. D., & McClelland, D. J. (1994). Pause, Prompt and Praise: The need for more research. *Journal of Research in Reading*, 17(2), 108–119. The sample is not appropriate to this review: the parameters for this WWC review specify that students should be in grades K–3 during the time of the intervention; this study does not focus on the targeted grades.

Medcalf, J. (1989). Comparison of peer tutored remedial reading using the Pause, Prompt and Praise procedure with an individualised tape-assisted reading programme. *Educational Psychologist*, 9(3), 253–262. The sample is not appropriate

to this review: the parameters for this WWC review specify that students should be in grades K–3 during the time of the intervention; this study does not focus on the targeted grades.

Peabody Language Development Kits

Yoshinaga-Itano, C., & Downey, D. M. (1992). When a story is not a story: A process analysis of the written language of hearing impaired children. *Volta Review*, 94(2), 131–158. The outcome measures are not relevant to this review: the outcomes in this study does not address one of the domains of interest in this review.

Peer-Assisted Learning Strategies (PALS)

Bergeron, J. (1998). A comparison of classwide cross-age and same-age peer tutoring for second-grade students at risk for reading failure. *Dissertation Abstracts International*, 59(09), 3390A. (UMI No. 9905010). Confound: there was only one classroom in each study condition, so the effects of the intervention could not be separated from the effects of the teacher.

Fuchs, D., Fuchs, L. S., Mathes, P. G., & Simmons, D. (1997). Peer-assisted learning strategies: Making classrooms more responsive to diversity. *American Educational Research Journal*, 34(1), 174–206. The sample is not appropriate for this review; this study does not disaggregate students in the eligible range (K through 3rd grade) from those outside the range.

Fuchs, L. S., Fuchs, D., & Kazdan, S. (1999). Effects of peer-assisted learning strategies on high school students with serious reading problems. *Remedial and Special Education*, 20(5), 309–318. The sample is not appropriate to this review: the parameters for this WWC review specify that students should be in grades K–3 during the time of the intervention; this study does not focus on the targeted grades.

Hudson, K. G. (2004). The effects of Peer-Assisted Learning Strategies on the reading achievement of elementary students with and without decoding weaknesses. *Dissertation Abstracts International*, 65(10), 3754A. (UMI No. 3149163) The

Appendix A5 References (continued)

sample is not appropriate to this review: the parameters for this WWC review specify that students should be in grades K–3 during the time of the intervention; this study does not focus on the targeted grades.

Pearson, J. J. M. (2004). The effect of peer-assisted literacy strategies on the social standing of first-grade readers. *Dissertation Abstracts International*, 65(2–A), 412A. The outcome measures are not relevant to this review: the parameters for this WWC review specified student outcome measures but this study does not focus on students.

Sáenz, L. M., Fuchs, L. S., & Fuchs, D. (2005). Peer-Assisted Learning Strategies for English language learners with learning disabilities. *Exceptional Children*, 71, 231–247. The sample is not appropriate to this review: the parameters for this WWC review specified that students should be in grades kindergarten through third grade; this study does not disaggregate students in the eligible range from those outside the range.

Wehby, J. H., Falk, K. B., Barton-Arwood, S., Lane, K. L., & Cooley, C. (2003). The impact of comprehensive reading instruction on the academic and social behavior of students with emotional and behavioral disorders. *Journal of Emotional and Behavioral Disorders*, 11(4), 225. Confound: this study included PALS but combined it with another intervention so the analysis could not separate the effects of the intervention from other factors.

Phono-Graphix

McGuinness, C., McGuinness, D., & McGuinness, G. (1996). Phono-Graphix: A new method for remediating reading difficulties. *Annals of Dyslexia*, 46, 73–96. Does not use a strong causal design: this study does not use a comparison group.

McGuinness, C., & McGuinness, G. (1996). *Research: A short report on Phono-Graphix clinical and classroom application on British school children*. Retrieved from Read America. Retrieved from Web site: <http://www.readamerica.net/memberResearchView.asp?ResearchID=8> Does not use a strong causal design: this study does not use a comparison group.

Project CHILD

Bird, J. B. H. (1999). An academic comparison between Project CHILD and the traditional classroom. *Dissertation Abstracts International*, 60(03), 0633A. (UMI No. 9922208) Does not use a strong causal design: this study is a quasi-experimental design but does not use achievement pretests to establish that the comparison group is equivalent to the intervention group at baseline.

Project FAST (Families Are Students and Teachers)

Hampton, F. M., Mumford, D. A., & Bond, L. (1998). Parent involvement in inner-city schools: The Project FAST extended family approach to success. *Urban Education*, 33(3), 410–427. Does not use a strong causal design: this study is a quasi-experimental design but does not use achievement pretests to establish that the comparison group is equivalent to the intervention group at baseline.

Project LISTEN's Reading Tutor

Aist, G. (2001). Towards automatic glossarization: Automatically constructing and administering vocabulary assistance fac-toids and multiple-choice assessment. *International Journal of Artificial Intelligence in Education*, 12, 212–231. The sample is not appropriate for this review: the parameters for this WWC review specified student outcome measures but this study does not focus on students.

Aist, G., Kort, B., Reilly, R., Mostow, J., & Picard, R. (2002, June). *Experimentally augmenting an intelligent tutoring system with human-supplied capabilities: Adding human-provided emotional scaffolding to an automated reading tutor that listens*. Paper presented at the meeting of the Workshop on Empirical Methods for Tutorial Dialogue Systems, San Sebastian, Spain. The outcome measures are not relevant to this review: the outcomes in this study does not address one of the domains of interest in this review.

Aist, G. S., & Mostow, J. (2000, June). *Using automated within-subject invisible experiments to test the effectiveness of*

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automated vocabulary assistance. Paper presented at the meeting of the Workshop on Modeling Human Teaching Tactics and Strategies, Montreal, Canada. The sample is not appropriate to this review: the parameters for this WWC review specify that students should be in grades K–3 during the time of the intervention; this study does not focus on the targeted grades.

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Reading Recovery®

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- Pearson Learning. (2002). *Sing, Spell, Read, & Write research compendium*. Retrieved from http://pearsonlearning.com/communities/assets/research_center/00_SSRW_Compendium.pdf **(Study: Fayette County Schools)** Does not use a strong causal design. A historical cohort was used as the comparison group. WWC conventions allow for historical control cohorts in studies that have a broad unit of analysis (school or higher). This study analyzes at the student level and therefore does not fulfill the WWC requirement.
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the comparison group. WWC conventions allow for historical control cohorts in studies that have a broad unit of analysis (school or higher). This study analyzes at the student level and therefore does not fulfill the WWC requirement.

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Pearson Learning. (2002). *Sing, Spell, Read, & Write research compendium*. Retrieved from http://pearsonlearning.com/communities/assets/research_center/00_SSRW_Compendium.pdf (Study: **Jonesboro School**) Does not use a strong causal design: this study does not use a comparison group.

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Pearson Learning. (2002). *Sing, Spell, Read, & Write research compendium*. Retrieved from <http://pearsonlearning.com/communities/assets/>

[research_center/00_SSRW_Compendium.pdf](http://pearsonlearning.com/communities/assets/research_center/00_SSRW_Compendium.pdf) (Study: **Mahwah Elementary School**) Does not use a strong causal design: there was only one intervention or one comparison unit, so the analysis could not separate the effects of the intervention from other factors.

Pearson Learning. (2002). *Sing, Spell, Read, & Write research compendium*. Retrieved from http://pearsonlearning.com/communities/assets/research_center/00_SSRW_Compendium.pdf (Study: **Memphis**) Complete data are not reported: the WWC could not evaluate the design or data because complete study details were not reported.

Pearson Learning. (2002). *Sing, Spell, Read, & Write research compendium*. Retrieved from http://pearsonlearning.com/communities/assets/research_center/00_SSRW_Compendium.pdf (Study: **National Reading Panel**) Complete data are not reported: the WWC could not evaluate the design or data because complete study details were not reported.

Pearson Learning. (2002). *Sing, Spell, Read, & Write research compendium*. Retrieved from http://pearsonlearning.com/communities/assets/research_center/00_SSRW_Compendium.pdf (Study: **P.S. 138, Queens**) Does not use a strong causal design: this study does not use a comparison group.

Pearson Learning. (2002). *Sing, Spell, Read, & Write research compendium*. Retrieved from http://pearsonlearning.com/communities/assets/research_center/00_SSRW_Compendium.pdf (Study: **San Francisco**) Does not use a strong causal design: this study does not use a comparison group.

Pearson Learning. (2002). *Sing, Spell, Read, & Write research compendium*. Retrieved from http://pearsonlearning.com/communities/assets/research_center/00_SSRW_Compendium.pdf (Study: **Schull School**) Does not use a strong causal design: there was only one intervention or one comparison unit, so the analysis could not separate the effects of the intervention from other factors.

Pearson Learning. (2002). *Sing, Spell, Read, & Write research compendium*. Retrieved from <http://pearsonlearning.com/communities/assets/>

Appendix A5 References (continued)

[research_center/00_SSRW_Compendium.pdf](#) (Study: Tice Elementary School) Does not use a strong causal design. A historical cohort was used as the comparison group. WWC conventions allow for historical control cohorts in studies that have a broad unit of analysis (school or higher). This study analyzes at the student level and therefore does not fulfill the WWC requirement.

Pearson Learning. (2002). *Sing, Spell, Read, & Write research compendium*. Retrieved from http://pearsonlearning.com/communities/assets/research_center/00_SSRW_Compendium.pdf (Study: Traphagen School) Does not use a strong causal design: there was only one intervention or one comparison unit, so the analysis could not separate the effects of the intervention from other factors.

Pearson Learning. (2002). *Sing, Spell, Read, & Write research compendium*. Retrieved from http://pearsonlearning.com/communities/assets/research_center/00_SSRW_Compendium.pdf (Study: Tusculum College Study, East Tennessee) Does not use a strong causal design: this study does not use a comparison group.

Pearson Learning. (2002). *Sing, Spell, Read, & Write research compendium*. Retrieved from http://pearsonlearning.com/communities/assets/research_center/00_SSRW_Compendium.pdf (Study: Washington Primary School, Berkeley) Does not use a strong causal design: this study is a quasi-experimental design that uses achievement pretests but it does not establish that the comparison group was comparable to the treatment group prior to the start of the intervention.

Pearson Learning. (2002). *Sing, Spell, Read, & Write research compendium*. Retrieved from http://pearsonlearning.com/communities/assets/research_center/00_SSRW_Compendium.pdf (Study: West Clay County Elementary School) Does not use a strong causal design: this study is a quasi-experimental design that uses achievement pretests but it does not establish that the comparison group was comparable to the treatment group prior to the start of the intervention.

Pearson Learning. (2002). *Sing, Spell, Read, & Write research compendium*. Retrieved from http://pearsonlearning.com/communities/assets/research_center/00_SSRW_Compendium.pdf (Study: Wynne Primary School) Does not use a strong causal design. A historical cohort was used as the comparison group. WWC conventions allow for historical control cohorts in studies that have a broad unit of analysis (school or higher). This study analyzes at the student level and therefore does not fulfill the WWC requirement.

Pearson Learning. (2002). *Sing, Spell, Read, & Write research compendium*. Retrieved from http://pearsonlearning.com/communities/assets/research_center/00_SSRW_Compendium.pdf (Study: Valley View Elementary School) Does not use a strong causal design: this study does not use a comparison group.

Sonday System

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the time of the intervention; this study does not focus on the targeted grades.

Fielding-Barnsley, R., & Byrne, B. (1993). Evaluation of a program to teach phonemic awareness to young children: A 1-year follow-up. *Journal of Educational Psychology*, 85(1), 103–111. The sample is not appropriate to this review: the parameters for this WWC review specify that students should be in grades K–3 during the time of the intervention; this study does not focus on the targeted grades.

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- Slavin, R. E., Madden, N. A., Dolan, L., Wasik, B. A., Ross, S. M., & Smith, L. J. (1994, April). *Success for All: Longitudinal effects of systemic school-by-school reform in seven districts*. Paper presented at the meeting of the American Educational Research Association, New Orleans, LA. **(Study: Philadelphia, PA)**
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[SpecialStrategies/index.htm](#) Does not use a strong causal design: this study does not use a comparison group.

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Suppes, P., Zanotti, M., & Smith, N. (1988). *Effectiveness of the CCC CAI program for chapter I students in Fort Worth Parochial Schools: Global evaluation for 1987–88*. Palo Alto, CA: Computer Curriculum Corporation. Does not use a strong causal design: this study does not use a comparison group.

Suppes, P., Zanotti, M., & Smith, N. (1989). *Effectiveness of the CCC CAI program for Chapter I students in Fort Worth Parochial Schools: Global evaluation for 1988–89*. Palo Alto, CA: Computer Curriculum Corporation. Does not use a strong causal design: this study does not use a comparison group.

Suppes, P., Zanotti, M., & Smith, N. (1991). *Effectiveness of the CCC CAI program for chapter I students in Fort Worth Parochial Schools: Global evaluation for 1990–91*. Palo Alto, CA: Computer Curriculum Corporation. Does not use a strong causal design: this study does not use a comparison group.

Thrall, A., & Tingey, B. (Eds.). (2003, February). *SuccessMaker® Primary reading: SuccessMaker submission for W-W-C*. (Available from the Pearson Education Technologies, 6710 East Camelback Road, Scottsdale, Arizona 85251) (**Study:**

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- Aiken County Schools: On target analysis for 2001–2002 PACT and SuccessMaker)** Does not use a strong causal design: this study does not use a comparison group.
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- Thrall, A., & Tingey, B. (Eds.). (2003, February). *SuccessMaker® Primary reading: SuccessMaker submission for W-W-C.* (Available from the Pearson Education Technologies, 6710 East Camelback Road, Scottsdale, Arizona 85251) **(Study: Minneapolis Public Schools: Efficacy analysis for 2001–2002 MCA and SuccessMaker)** Does not use a strong causal design: this study does not use a comparison group.
- Thrall, A., & Tingey, B. (Eds.). (2003, February). *SuccessMaker® Primary reading: SuccessMaker submission for W-W-C.* (Available from the Pearson Education Technologies, 6710 East Camelback Road, Scottsdale, Arizona 85251) **(Study: Minneapolis Public Schools: OnTarget analysis for 2001–2002 MCA and SuccessMaker)** Does not use a strong causal design: this study does not use a comparison group.
- Thrall, A., & Tingey, B. (Eds.). (2003, February). *SuccessMaker® Primary reading: SuccessMaker submission for W-W-C.* (Available from the Pearson Education Technologies, 6710 East Camelback Road, Scottsdale, Arizona 85251) **(Study: Orange County Public Schools: FCAT OnTarget analysis for 2001–2002)** The sample is not appropriate to this review: the parameters for this WWC review specify that students should be in grades K–3 during the time of the intervention; this study does not focus on the targeted grades.
- Thrall, A., & Tingey, B. (Eds.). (2003, February). *SuccessMaker® Primary reading: SuccessMaker submission for W-W-C.* (Available from the Pearson Education Technologies, 6710 East Camelback Road, Scottsdale, Arizona 85251) **(Study: Orange County Public Schools: OnTarget analysis for 2002–2003 FCAT and SuccessMaker)** Does not use a strong causal design: this study does not use a comparison group.
- Thrall, A., & Tingey, B. (Eds.). (2003, February). *SuccessMaker® Primary reading: SuccessMaker submission for W-W-C.* (Available from the Pearson Education Technologies, 6710 East Camelback Road, Scottsdale, Arizona 85251) **(Study: Orange County Public Schools, Orlando, Florida: End of year report SuccessMaker high stakes forecast pilot)** The sample is not appropriate to this review: the parameters for this WWC review specify that students should be in grades K–3 during the time of the intervention; this study does not focus on the targeted grades.
- Thrall, A., & Tingey, B. (Eds.). (2003, February). *SuccessMaker® Primary reading: SuccessMaker submission for W-W-C.*

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(Available from the Pearson Education Technologies, 6710 East Camelback Road, Scottsdale, Arizona 85251) **(Study: Orange County Public Schools, Orlando, Florida: End of year report SuccessMaker ontarget analysis efficacy)**

Does not use a strong causal design: this study does not use a comparison group.

Thrall, A., & Tingey, B. (Eds.). (2003, February). *SuccessMaker® Primary reading: SuccessMaker submission for W-W-C.*

(Available from the Pearson Education Technologies, 6710 East Camelback Road, Scottsdale, Arizona 85251) **(Study: Seminole County Public Schools. OnTarget analysis for 2001–2002 FCAT and SuccessMaker)** Does not use a strong causal design: this study does not use a comparison group.

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Thrall, A., & Tingey, B. (Eds.). (2003, February). *SuccessMaker® Primary reading: SuccessMaker submission for W-W-C.*

(Available from the Pearson Education Technologies, 6710 East Camelback Road, Scottsdale, Arizona 85251) **(Study: Seminole County Public Schools Orlando, Florida: End of year report SuccessMaker OnTarget analysis efficacy)**

Does not use a strong causal design: this study does not use a comparison group.

Thrall, A., & Tingey, B. (Eds.). (2003, February). *SuccessMaker® Primary reading: SuccessMaker submission for W-W-C.*

(Available from the Pearson Education Technologies, 6710 East Camelback Road, Scottsdale, Arizona 85251) **(Study: SuccessMaker ontarget analysis highlights from study of ITBS and SuccessMaker in North Kansas City School District)** Does not use a strong causal design: this study does not use a comparison group.

Thrall, A., & Tingey, B. (Eds.). (2003, February). *SuccessMaker® Primary reading: SuccessMaker submission for W-W-C.*

(Available from the Pearson Education Technologies, 6710 East Camelback Road, Scottsdale, Arizona 85251) **(Study: Technology literacy challenge fund sub-grant program)** Does not use a strong causal design: this study does not use a comparison group.

Thrall, A., & Tingey, B. (Eds.). (2003, February). *SuccessMaker® Primary reading: SuccessMaker submission for W-W-C.*

(Available from the Pearson Education Technologies, 6710 East Camelback Road, Scottsdale, Arizona 85251) **(Study: Wake County Schools: North Carolina EOG tests and SuccessMaker relationship study for 1999–2000)** Does not use a strong causal design: this study does not use a comparison group.

Tingey, B., & Simon, C. (2001). *SuccessMaker: Evidence of effectiveness selected evaluation studies*. Retrieved from Pearson Education Web site: http://www.pearsoned.com/RESRPTS_FOR_POSTING/DIGITALCONTENT_RESEARCH/DC4.%20SuccessMaker_Enterprise-Evidence_of_Effectiveness.pdf **(Study: Relationship study for SuccessMaker levels and SAT-9 in Hueneme Elementary District school year 2000–2001)** Does not use a strong causal design: this study does not use a comparison group.

Sullivan Program

Froniabarger, E. W. (1983). A comparison of the Crossties, Alpha-Time, Sullivan, and Bookmark reading readiness programs in kindergarten. *Dissertation Abstracts International*, 44(08), 2349A. (UMI No. 8325590) Does not use a strong causal design: there was only one intervention and one comparison unit, so the analysis could not separate the effects of the intervention from other factors

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Kiger, D. (2000). *The Tribes Process: Phase III evaluation*. Beloit, WI: Research and Accountability Department, School District

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of Beloit. Does not use a strong causal design: this study does not use a comparison group.

School District of Beloit. (1998). Tribes evaluation—phase two (precursor study). *Research Focus*, 3(9), 1–6. Does not use a strong causal design: this study is a quasi-experimental design but does not establish that the comparison group was comparable to the treatment group prior to the start of the intervention.

Voyager Universal Literacy System

Roberts, G. (2003). *Longitudinal study of the effect of universal literacy: A hierarchical linear modeling analysis of curriculum-based measurement data*. Austin, TX: Evaluation Research Services. Does not use a strong causal design: this study does not use a comparison group.

Roberts, G. (2002, June). Evaluation report on the impact of the Voyager Universal Literacy System in Birmingham City Schools. Retrieved April 19, 2007, from http://www.voyager-learning.com/docs/difference/report_studies/Birmingham.pdf Does not use a strong causal design: this study does not use a comparison group.

Roberts, G., & Allen, A. S. (2003). *Impact of the Voyager Universal Literacy System as measured by PALS in Virginia*. Retrieved from Voyager Expanded Learning Web site: http://www.voyagerlearning.com/ResearchStudyDocuments/ULS_measuredby_PALS_Richmond_VA.pdf This study is a quasi-experimental design that uses achievement pretests but it does not establish that the comparison group was comparable to the treatment group prior to the start of the intervention.

Starnes, D., Taylor, D., & Betourne, M. (2004). *Voyager Universal Literacy System Second Year Evaluation Report: Fulton County Schools*. Atlanta, GA: EMSTAR Research, Inc. Does not use a strong causal design: this study is a quasi-experimental design but does not use achievement pretests to establish that the comparison group was equivalent to the intervention group at baseline.

Waterford Early Reading Program™

Alfaro, R. (1999). The technology-reading connection. *Educational Workshop*, 56(6), 48 – 51. Does not use a strong causal design: this study does not use a comparison group.

Canedo, M., Smolen, L., & Pollard, J. (2000). *A study of the effectiveness of the Waterford Early Reading Program: Final evaluation results 1997–98*. Buffalo, NY: Buffalo Public Schools. Complete data are not reported: The WWC could not compute effect sizes because complete study details were not reported.

Cassady, J. C., & Smith, L. L. (2003). The impact of a reading-focused integrated learning system on phonological awareness in kindergarten. *Journal of Literacy Research*, 35(4), 947–964. Does not use a strong causal design: there is only one intervention and one comparison unit, so the analysis cannot separate the effects of the intervention from other factors.

Cassady, J. C., & Smith, L. L. (2005). The impact of a structured integrated learning system on first grade students' reading gains. *Reading and Writing Quarterly*, 21(4), 361–376. Does not use a strong causal design. A historical cohort was used as the comparison group. WWC conventions allow for historical control cohorts in studies that have a broad unit of analysis (school or higher). This study analyzes at the student level and therefore does not fulfill the WWC requirement.

Heuston, D. (1996). Power tools. *Phi Delta Kappan*, 77 (10), 706. Does not use a strong causal design: this study does not use a comparison group.

Obeso-Bradley, C., & Miller, B. (1999, December). *Early literacy and technology: The Waterford Early Reading Program (WERP) Level 2, Southside School District, Hollister, California*. Paper presented at the annual education conference of the California School Boards Association, San Francisco, CA. Does not use a strong causal design: this study does not use a comparison group.

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Quarterly, 38(2), 172–206. Does not use a strong causal design: this study is a quasi-experimental design but does not provide enough information to establish that the comparison group and the intervention group were composed of comparable students.

Shapley, K. S. (1997). *Special report of the 1996–1997 Waterford Early Reading Program*. Dallas, TX: Dallas Public Schools.

Does not use a strong causal design: this study is a quasi-experimental design but does not use achievement pretests to establish that the comparison group is equivalent to the intervention group at baseline.

Additional source:

Waterford Institute, Inc. (1998). *Research Compendium: The Waterford Early Reading Program*. (Available from Waterford Institute, Inc., 55 West 900 South, Salt Lake City, UT 84101). **(Study: Dallas ISD, Dallas, TX)**

Tracey, D. H. (n.d.). *The Waterford Early Reading Program: Research orientation, studies, and findings: Executive summary*. Pittsburgh Public Schools, Office of the Deputy Superintendent of Instruction, Assessment, and Accountability. Retrieved March 1, 2007, from <http://www.pps.k12.pa.us/academicoffice/literacyplus/waterford/stuff/executive%20summary%20-%20diane%20traecy.doc> Does not use a strong causal design: this study does not use a comparison group.

Waterford Institute, Inc. (1998). *Research Compendium: The Waterford Early Reading Program*. (Available from Waterford Institute, Inc., 55 West 900 South, Salt Lake City, UT 84101). **(Study: Collins Garden and Nelson Elementary Schools, San Antonio, TX)** Does not use a strong causal design: this study does not use a comparison group.

Waterford Institute, Inc. (1998). *Research Compendium: The Waterford Early Reading Program*. (Available from Waterford Institute, Inc., 55 West 900 South, Salt Lake City, UT 84101). **(Study: Daily use of computer materials in Utah and New York)** Does not use a strong causal design: this study does not use a comparison group.

Waterford Institute, Inc. (1998). *Research Compendium: The Waterford Early Reading Program*. (Available from Waterford Institute, Inc., 55 West 900 South, Salt Lake City, UT 84101). **(Study: Glenridge Elementary School)** Complete data are not reported: the WWC could not compute effect sizes because complete study details were not reported.

Waterford Institute, Inc. (1998). *Research Compendium: The Waterford Early Reading Program*. (Available from Waterford Institute, Inc., 55 West 900 South, Salt Lake City, UT 84101). **(Study: Hillcrest Elementary School preliminary study)** Does not use a strong causal design: this study does not use a comparison group.

Waterford Institute, Inc. (1998). *Research Compendium: The Waterford Early Reading Program*. (Available from Waterford Institute, Inc., 55 West 900 South, Salt Lake City, UT 84101). **(Study: New London Public Schools, New London, CT)** Complete data are not reported: the WWC could not compute effect sizes because complete study details were not reported.

Waterford Institute, Inc. (1999). *Research Compendium: The Waterford Early Reading Program*. (Available from Waterford Institute, Inc., 55 West 900 South, Salt Lake City, UT 84101). **(Study: Hacienda la Puente Unified School District Program Year 1997–8, Los Angeles County, CA)** Incomparable groups: this study is a quasi-experimental design that uses achievement pretests but it does not establish that the comparison group is comparable to the treatment group prior to the start of the intervention.

Waterford Institute, Inc. (1999). *Research Compendium: The Waterford Early Reading Program*. (Available from Waterford Institute, Inc., 55 West 900 South, Salt Lake City, UT 84101). **(Study: Pittsburgh, PA Public School District)** Does not use a strong causal design: this study is a quasi-experimental design but does not use achievement pretests to establish that the comparison group is equivalent to the intervention group at baseline.

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- Waterford Institute, Inc. (1999). *Research Compendium: The Waterford Early Reading Program*. (Available from Waterford Institute, Inc., 55 West 900 South, Salt Lake City, UT 84101).
(Study: Selected Utah public schools for the 1997–98 school year) Does not use a strong causal design. A historical cohort was used as the comparison group. WWC conventions allow for historical control cohorts in studies that have a broad unit of analysis (school or higher). This study analyzes at the student level and therefore does not fulfill the WWC requirement.
- Waterford Institute, Inc. (2000). *Research Compendium: The Waterford Early Reading Program*. (Available from Waterford Institute, Inc., 55 West 900 South, Salt Lake City, UT 84101).
(Study: Utah and New York Schools) Does not use a strong causal design: this study does not use a comparison group.
- Waterford Institute, Inc. (2000). *Research Compendium: The Waterford Early Reading Program*. (Available from Waterford Institute, Inc., 55 West 900 South, Salt Lake City, UT 84101).
(Study: Duncanville Independent School District, Duncanville, TX) Does not use a strong causal design: this study does not use a comparison group.
- Waterford Institute, Inc. (2000). *Research Compendium: The Waterford Early Reading Program*. (Available from Waterford Institute, Inc., 55 West 900 South, Salt Lake City, UT 84101).
(Study: Hillcrest Title I school in Alpine School District, Orem, Utah) Does not use a strong causal design: this study does not use a comparison group.
- Waterford Institute, Inc. (2000). *Research Compendium: The Waterford Early Reading Program*. (Available from Waterford Institute, Inc., 55 West 900 South, Salt Lake City, UT 84101).
(Study: Norwalk Public Schools 1998–99 school year, Norwalk, CT) Complete data are not reported: the WWC could not compute effect sizes because complete study details were not reported.
- Waterford Institute, Inc. (2000). *Research Compendium: The Waterford Early Reading Program*. (Available from Waterford Institute, Inc., 55 West 900 South, Salt Lake City, UT 84101).
(Study: Scott Lane Elementary School, Santa Clara Unified School District) Does not use a strong causal design: this study does not use a comparison group.
- Waterford Institute, Inc. (2002). Correlation. (Available from Waterford Institute, Inc., 55 West 900 South, Salt Lake City, UT 84101.) Does not use a strong causal design: this study does not use a comparison group.
- Waterford Institute, Inc. (2002). *Research Compendium: The Waterford Early Reading Program*. (Available from Waterford Institute, Inc., 55 West 900 South, Salt Lake City, UT 84101).
(Study: Bryan Elementary, Hillsborough County, Florida, 1997–98 school year) Does not use a strong causal design: this study does not use a comparison group.
- Waterford Institute, Inc. (2002). *Research Compendium: The Waterford Early Reading Program*. (Available from Waterford Institute, Inc., 55 West 900 South, Salt Lake City, UT 84101).
(Study: Commons Lane Elementary School: 2000–2001) Does not use a strong causal design: this study does not use a comparison group.
- Waterford Institute, Inc. (2002). *Research Compendium: The Waterford Early Reading Program*. (Available from Waterford Institute, Inc., 55 West 900 South, Salt Lake City, UT 84101).
(Study: Correlation between test gains and time spend using the Waterford Early Reading Program) Does not use a strong causal design: this study does not use a comparison group.
- Waterford Institute, Inc. (2002). *Research Compendium: The Waterford Early Reading Program*. (Available from Waterford Institute, Inc., 55 West 900 South, Salt Lake City, UT 84101).
(Study: Decatur School District 61) Does not use a strong causal design: this study is a quasi-experimental design but does not use achievement pretests to establish that the comparison group is equivalent to the intervention group at baseline.
- Waterford Institute, Inc. (2002). *Research Compendium: The Waterford Early Reading Program*. (Available from Waterford Institute, Inc., 55 West 900 South, Salt Lake City, UT 84101).
(Study: El Centrito interim grant report for the period of July 1, 1999 to December 31, 1999; report no. 109) The

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